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ABSTRACT

This document provides a model to help local teachers and administrators develop learner outcomes at the local level. Chapter 1 defines the State Board of Education's values, philosophy, mission, and goals. Chapter 2 explicates the process for identifying what is being taught and what ought to be learned. This process guide provides a list of the elements for each of the six components of the scope of social studies education. The model of a rationale for requiring social studies offered in chapter 3 is in the spirit of encouraging a review or discussion of both the academic offerings and educational environment at the local level. Chapter 4 provides school district personnel with a model of learner outcomes a student is expected to have developed as a result of participating in a K-12 social studies program. Chapter 5 outlines a process for transposing learner outcomes into classroom scope and sequence. Twenty-five appendices provide the models, guidelines, recommendations and suggestions needed to implement development of learner outcomes.
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MODEL LEARNER OUTCOMES FOR SOCIAL STUDIES



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CHAPTER I

MINNESOTA STATE BOARD OF EDUCATION VALUES, PHILOSOPHY, MISSION, AND GOALS

School districts nationwide, and certainly in Minnesota, are constantly striving to improve the learning experiences they provide students. The last two or three decades have seen heightened interest in improving all parts of the education process, including appropriate involvement of students, parents, and the community at large.

The documents that constitute the Minnesota Department of Education's Coordinated Model for Education Improvement incorporate many of the concerns expressed and issues addressed by the public, Legislature, and reports published on the state of public education. One of these documents titled, **Goal and Outcome Specification Process**, suggests a set of procedures for appropriate involvement of the public. These procedures include public participation on the development of statements of values, philosophy, mission, and learner goals. These sets of statements are a hierarchy of increasingly specific concepts ranging from values, the most general, to learner goals, the most specific, that give form and direction to public education. Given this hierarchy, staff, skilled in subject matter and the profession of teaching, can develop very specific learner outcomes for each subject area.

The following sets of statements were adopted by either the Minnesota State Board of Education or the Minnesota State Legislature for two purposes. First, they provide a model for use by communities and school staff as they strive to improve the learning experiences they provide for residents. Second, they are the hierarchy used by Department staff and teams of educators as they develop model learner outcomes for each subject area. Only the **Mission Statement for Public Education** adopted by the Legislature gives explicit direction to public schools. All other parts of this document are models, suggestions for the consideration of residents and professionals in each school district.

LEARNER VALUES

THE MINNESOTA STATE BOARD OF EDUCATION VALUES THE FOLLOWING HUMAN ATTRIBUTES AS PREEMINENT FOR THE CITIZENS OF THE STATE OF MINNESOTA.

COMPASSION - a condition in individuals whereby each is sensitive to the conditions affecting the lives of others and each has the commitment to assist others when appropriate and possible.

COMPETENCE - a condition in individuals whereby each attains levels of knowledge, skill, and affect commensurate with his or her potential.

COOPERATIVENESS - a condition in individuals whereby each interacts with others in a manner that mutually benefits all participants in the interaction.

CREATIVITY - a condition in individuals whereby each acts or expresses self in new, improved, or unique ways.

CRITICAL THINKING - a condition in individuals whereby each is able to judge the potential for a proposal or activity to achieve its stated purpose.

HONESTY - a condition in individuals whereby each is fair and straightforward in the conduct of human interactions.

LEARNING - a condition in individuals whereby each continually strives to increase personal levels of fulfillment and competence in an expanding array of human endeavors.

PROBLEM SOLVING - a condition in individuals whereby each has the ability to identify, frame, and propose new, improved, or unique solutions to existing and emerging problems.

RESPONSIBILITY - a condition in individuals whereby each strives to fulfill the obligations of self-sufficiency and active commitment to the common good.

SELF-ACCEPTANCE - a condition in individuals whereby each has a positive self-image, through assertion of rights, holding personal physical and emotional well-being as an ideal, accepting personal talents with humility and personal limitations with the resolve to improve where possible and accept where necessary.

EDUCATION SYSTEM VALUES

THE MINNESOTA STATE BOARD OF EDUCATION VALUES THE FOLLOWING SYSTEMIC ATTRIBUTES AS PREEMINENT FOR ALL SCHOOLS IN THE PUBLIC EDUCATION SYSTEM.

ACCOUNTABILITY - a condition in every school whereby each is able to justify its use of public resources by effectively fulfilling its mission of student learning.

EFFECTIVENESS - a condition in every school whereby each accomplishes its mission in a time frame and at a performance level defined by students, parents, citizens of the community, and their representatives.

EFFICIENCY - a condition in every school whereby each accomplishes the highest possible level of excellence with available resources.

EQUITABILITY - a condition in each school whereby every student attending the school is provided with appropriately designed and individually determined opportunities to achieve the highest level of excellence his or her potential allows.

EXCELLENCE - a condition in every school whereby the highest possible standards are accepted as the norm for performance for all students.

RESPONSIBILITY - a condition in each school whereby each accepts and acts on the belief that: the parent(s) has primary responsibility for raising and educating the child; the community is responsible for assisting parents in areas of needs; and the school, as a part of the community, is responsible for providing learning experiences.

RESPONSIVENESS - a condition in every school whereby diversity of personal and group needs and aspirations are expected, accepted, encouraged, and routinely addressed.

WHOLENESS - a condition in every school whereby each gives necessary and appropriate consideration to the potential career needs and social, emotional, and physical growth of each student as it designs and implements educational programs.

MINNESOTA STATE BOARD OF EDUCATION

PHILOSOPHY FOR LEARNING IN THE PUBLIC SCHOOLS

THE STATE BOARD OF EDUCATION BELIEVES THAT:

- . . . Human beings are becoming globally interdependent while maintaining extremes in diversity of behaviors, sophistication, and values. Advancement requires people who are at the same time honest, responsible, compassionate, and cooperative. Schools must model those characteristics as they provide opportunities for individuals to develop those traits.
- . . . Each human being must understand and accept self before there can be any expectation that he or she will become a self-sufficient contributing member of society. Schools must implement systems and procedures and must conduct human interactions in a manner that encourages, enhances, and assists in the development of a positive self-image by every individual. Schools must ensure that their systems and procedures and their conduct of human interactions do not inhibit the development of a positive self-image by every individual.
- . . . Life in our world today is becoming increasingly complex. Population growth, diminution of natural resources, pollution of the environment, and technological advances in communications and travel have brought the human race closer together, increased the amount of human interaction, and brought on problems never before faced by humankind. Individuals living within this situation must be increasingly competent in an ever-widening range of activities and must be progressively creative in solving technological and human problems. Schools must ensure ongoing opportunities for individuals to develop and improve competence in all areas of human endeavor, model and enhance creativity, and provide experiences in creative problem solving for students. Schools must ensure that every student is provided an appropriately designed opportunity to develop the basic learning tools of communications and computation.

MINNESOTA STATE BOARD OF EDUCATION

PHILOSOPHY FOR THE PUBLIC EDUCATION SYSTEM

THE STATE BOARD OF EDUCATION BELIEVES THAT:

- . . . A democratic society has a need for an educated citizenry and a responsibility to meet that need. The public schools are entrusted with fulfilling that need. To carry out its mission, schools expend a significant portion of the state's public resources. This public trust assumes a self-evident responsibility for utilizing resources efficiently, performing as effectively as contemporary wisdom allows, and accounting for the excellence of its results.
- . . . The citizens of Minnesota are extremely diverse in terms of heritage and dreams for the future. Concurrent with this diversity is the democratic societal need to have a total citizenry educated to a level that provides the means for communication, productivity, and assuring the maintenance of a free society. To meet the public need, the public schools must assure high standards for responsiveness and equity of access. To meet the diverse needs of individuals, responsibility for planning, implementing, and maintaining specific learning opportunities must be vested as close to the individual as efficient use of public funds allows.
- . . . All humans can learn and each exists and enters school as a whole person, indivisible into such conceptual components as intellectual, social, emotional, physical, and future career aspirations. Each is more than the sum of the parts. These are expedients, oversimplified arbitrary divisions of human attributes that are interrelated and interreactive within each person. Each community has a shared responsibility with the parents for meeting the needs of each child. Each school must implement programs that stress the intellectual development of each student, and give full consideration and necessary attention to other attributes essential to learning and adulthood in a free democratic society.

MISSION FOR PUBLIC EDUCATION

As adopted by the Minnesota Legislative Commission on Public Education
and enacted into law, Chapter 40, Laws of 1985

The purpose of public education is to help individuals acquire knowledge, skills, and positive attitudes toward self and others that will enable them to solve problems, think creatively, continue learning, and develop maximum potential for leading productive, fulfilling lives in a complex and changing society.

MINNESOTA STATE BOARD OF EDUCATION MISSION

The purpose of Minnesota State Board of Education is to provide the vision and leadership essential to an increasingly equitable and effective system of public education as defined by the Minnesota State Legislature.

MISSION STATEMENT FOR THE MINNESOTA DEPARTMENT OF EDUCATION

The Minnesota Department of Education provides leadership, service, and regulation to maintain and improve an equitable, uniform and quality system of public education for all learners.

The Department provides leadership as an advocate for education by defining quality education and by seeking the resources necessary to meet the needs of all learners.

The Department provides service through informational and technical assistance that will improve the productivity and performance of students and staff, and provide opportunities for the development of the potential of all learners.

The Department regulates education by maintaining, interpreting, and enforcing Minnesota State Board of Education rules and state and federal laws.

MINNESOTA STATE BOARD OF EDUCATION

LEARNER GOALS

- A. In order to effectively participate in formal learning experiences, each student will develop the skills of:
1. reading to gather data, information, perspective, understanding, and to utilize reading as a leisure time activity;
 2. writing to explain, describe, and express a point of view and feelings;
 3. listening to gather data, information, perspective, and understanding;
 4. speaking to explain, describe, express a point of view and feelings, and to debate an issue;
 5. computing to apply arithmetic functions to situations;
 6. using technological tools to enhance learning opportunities.
- B. In order to lead a productive and fulfilling life, each student will accumulate knowledge and develop the understanding, application skills, and affect essential to:
1. participation in lifelong learning to gain additional information and skills;
 2. living within local, state, national, and world political and social structures;
 3. examining personal beliefs and values and the relationship between those and behavior;
 4. making informed ethical and moral decisions;
 5. citizenship;
 6. stewardship of the land, natural resources, and environment;
 7. acting on the impact of natural phenomena on human life;
 8. acting on the impact of technological advances on human life;
 9. expression of self and understanding of others through creative and aesthetic endeavors;
 10. developing an understanding of career options and general education requirements for each;
 11. developing an understanding of world and national economic conditions as a base for making informed decisions on consumer products, occupations, and career needs and resources;

12. selecting or preparing for a series of occupations that will be personally satisfying and suitable to one's skills and interests;
 13. management of personal affairs.
- C. In order to resolve issues and meet needs creatively, each student will develop the thinking and decision-making skills of:
1. comparing, differentiating, and relating information and facts about which each has the ability to understand and apply knowledge;
 2. combining various facts, situations, and theories to formulate new and original hypotheses or to develop new solutions;
 3. critiquing and making judgments about materials, conditions, theories, and solutions;
 4. generating and valuing creative alternatives.
- D. In order to value, understand, and act based on an acceptance of the interdependence of humankind, each student will develop the knowledge, skills, and affect essential to:
1. seeking interactions and feeling comfortable with others who are different in race, religion, social level, or personal attributes, as well as those who are similar in these characteristics;
 2. acting with an understanding of the basic interdependence of the biological and physical resources of the environment;
 3. acting with an understanding of the interrelationships among complex organizations and agencies in modern society;
 4. assuming responsibility for dependent persons of all ages in a manner consistent with both their growth and development needs and the needs of society.
- E. In order to value, understand, and act based on knowledge of the diversity of humankind, each student will develop the knowledge, skills, and affect essential to:
1. basing actions and decisions on the knowledge that individuals differ and are similar in many ways;
 2. basing actions and decisions on the knowledge that values and behaviors are learned and differ from one social group to another;
 3. basing actions and decisions on the understanding of life styles or behaviors within the context of the value system of the societies in which they were learned;
 4. withholding judgment of another's actions until after trying to understand the personal and social context of that action.

- F. In order to address the problems of humankind through group effort, each student will develop the knowledge, skills, and affect essential to:
1. basing actions and decisions on the understanding that as individuals move from one society to another, they can learn life styles and can learn to behave appropriately in different societal contexts;
 2. acting on the belief that human behavior is influenced by many factors and is best understood in terms of the relevant person context in which it occurred;
 3. acting in accordance with a basic ethical framework incorporating those values contributing to group living, such as honesty, fairness, compassion, and integrity;
 4. working in groups to achieve mutual goals;
 5. providing leadership in resolving personal and societal issues.
- G. In order to effectively resolve conflicts with and among others, each student will develop the knowledge, skills, and affect essential to:
1. assuming responsibility to form productive and satisfying relations with others based on respect, trust, cooperation, consideration, and caring;
 2. acting on the belief that each individual has value as a human being and should be respected as a worthwhile person in one's own right;
 3. dealing with conflict in a constructive manner.
- H. In order to act on contemporary events and issues with a perspective of their historical origins, each student will develop the knowledge, skills, and affect essential to:
1. understanding the origins, interrelationships, and effects of beliefs, values, and behavior patterns in world cultures;
 2. understanding one's culture and historical heritages, the literary, aesthetic, and scientific traditions of the past, and familiarity with the ideas that have inspired and influenced humankind;
 3. understanding the manner in which heritages and traditions of the past influence the direction and values of society;
 4. exploring one or more world language and culture.
- I. In order to develop a positive attitude toward self, each student will develop the knowledge, skills, and affect essential to:
1. developing the self-confidence needed for confronting one's self;
 2. developing feelings of positive self-worth, security, and self-assurance;
 3. living with one's strengths and weaknesses;

4. acquiring knowledge of one's own body and a positive attitude toward one's own physical appearance;
 5. adopting the idea of self-realization based on the concept that there is more than one way of being human and that efforts to develop a better self contribute to the development of a better society;
 6. understanding that self-concept is acquired in interaction with other people.
 7. developing habits, such as pride in good workmanship;
 8. adopting a positive attitude toward work, including an acceptance of the necessity of making a living and an appreciation of the social value and dignity of work.
- J. In order to set personal goals, each student will develop the knowledge, skills, and affect essential to:
1. selecting personal learning goals;
 2. making decisions with purpose;
 3. planning and organizing the environment in order to realize one's goals;
 4. accepting responsibility for, and the consequences of, one's own decisions;
 5. controlling or releasing emotions according to one's values;
 6. working now for goals to be realized in the future;
 7. selecting viable alternatives for actions in changing circumstances.
- K. In order to cope with change, each student will develop the knowledge, skills, and affect essential to:
1. initiating appropriate change while recognizing the value of existing structure and concepts;
 2. tolerating ambiguity;
 3. basing actions on an understanding that coping with change is a continuous process throughout life;
 4. developing an understanding and acceptance of the changing world of work and the potential need to change careers several times throughout one's life;
 5. using career information and ongoing counseling services for making informed and satisfying vocational choices.

L. In order to lead a healthy, fulfilling life, each student will develop the knowledge, skills, and affect essential to:

1. assuming responsibility for one's own health and safety by establishing a daily regime of health behaviors that will contribute to a positive life style and an improved quality of life;
2. making informed decisions in regard to the selection and utilization of health products and services;
3. making decisions regarding life styles that promote healthful family living;
4. being an advocate for adequate and effective public health measures that will protect the individual, family, community, and the environment;
5. an appreciation of physical and motor fitness and understanding of its relationship to health maintenance;
6. function in the continuum of play-skill activities which include understanding, cooperation, accepting rules, controlling emotions, following group process, and acquiring self-satisfaction;
7. maintenance of the physical conditioning to participate in a variety of individual, dual, and group sports/activities and to participate in outdoor activities.

CHAPTER II

DEVELOPING CRITERIA FOR DETERMINING SOCIAL STUDIES EDUCATION

An Overview

This chapter contains a process to assist pre-K-12 administrators and teachers of social studies develop criteria to identify what is being taught and what ought to be learned.

This process guide will provide a list of the elements for each of the six components of the scope of social studies education. Later in this chapter, there are detailed procedures for developing the lists. The first list will identify the problems facing humankind--always an important part of social studies.

A second list will identify the concepts, or big ideas, of social studies we should help students learn.

A third list will identify the nouns and adjectives that people use to decide or talk about social studies.

A fourth list will identify the characteristics of one who has a good self-concept.

A fifth list will identify the characteristics of an enriched, enlightened, empowered citizen.

The sixth list which may emerge over time will identify all other topics which could possibly be in a quality K-12 social studies program. This list, along with the other lists, represents the total scope of a quality social studies program. Prior to posting the lists on the wall, participants will draw lines through non-social studies topics on any of the lists; they will circle those topics that need more emphasis, and box topics that need less emphasis. Finally, they might identify all topics that can be introduced, at a particular grade level. These lists should be kept for review and adding or modifying information and should be included in your final document.

Activities for Identifying Student Outcomes

A PROCESS GOAL

The goal for this section of K-12 social studies program renewal is to identify, clarify, and seek agreement and commitment to some social studies learner outcomes (ends) in the knowledge, skill and attitude areas around which we can structure social studies content (means) and develop learning activities for students.

RATIONALE

The rationale for this goal includes the need to discover a process of determining what K-12 social studies is and should be, and why social studies is important for all students. The process must result in identification and clarification of some threads, strands or ends that are visible and can serve as organizers for social studies experiences for students. These threads, strands or ends should identify and clarify the knowledge, skills, and attitudes that a district's social studies educators have agreed upon and committed themselves to teaching and that students know and can apply to real-world situations in the past, present, and future. Many current social studies educators find difficulty in stating what students know and are able to do, and what attitudes their students have as a result of the K-12 social studies program. These K-12 program ends have never been established.

In a period of many national reports; enrollment, economic, and energy decline, and media attack on test scores, we must be able to make qualitative and quantitative statements about our social studies outcomes and student progress toward these outcomes. In addition, the basic skills movement provides social studies educators with the opportunity to identify the "basic" skills to which social studies can contribute.

Another national movement gaining much needed attention is the "Effective Citizenship" effort, especially in the bicentennial years 1987-91. The Council of Chief State School Officers released such a statement which was endorsed by the National Council for Social Studies (see appendices). Social studies educators need to be informed about the explicit goals and rationale described in this document and incorporate the appropriate goals and rationale into all K-12 social studies programs. According to the Chief State School Officers, citizenship education, locally through globally, should:

1. Contribute to the student's knowledge and understanding of civic affairs and political institutions and processes;
2. Increase the student's understanding of personal responsibilities and rights and the rights of others;
3. Raise the student's awareness of citizen-group activities and goals and their significance;
4. Contribute toward the student's responsible participation in civic affairs.

Over the years, the educational systems have only allocated money and time resources to classroom teaching and learning which relate to the implementation of management systems. It is now time to increase the awareness of decision makers that staff need time and money for assessing, planning, evaluating, and reporting, in addition to implementation. It is essential to use some management systems research to help educators assess needs, develop plans, evaluate and report progress to the community.

Since 1976, the Minnesota State Legislature has required all school districts to plan, evaluate, and report to local citizens through the media. The planning includes identification of goals, development of learning programs to implement the goals, and evaluation and reporting the progress toward the goals to the community. This legislation requires all districts to identify, clarify, and seek agreement and commitment to some social studies student outcomes.

SCOPING PROCESS

A process for achieving the goal of K-12 social studies program renewal begins with a series of small group brainstorming activities that identify and clarify the scope of social studies education. These activities were designed to be used with social studies educators, students and community members, either together or at separate sessions. This first activity can be done with as few as sixteen and as many as 100 students. Small groups of three to six around a table work best, with each group equipped with a large sheet of newsprint and a marking pen. It is important to review brainstorming rules by calling attention to the following:

1. One person records all ideas, including his or her own;
2. Do not discuss or ask for clarification;
3. Do not worry about overlaps or redundant suggestions;
4. Do not worry about spelling;
5. Everybody listens to all ideas and, if ideas are coming faster than recorder can write, don't let anyone's suggestions be missed. Nothing kills productive brainstorming faster than when someone's idea is not recorded;
6. The purpose is to record many ideas in a short period of time.

The tasks are:

1. Identify by brainstorming, the most important problems facing humankind in today's global village, e.g., racism, competing political systems, war, poverty, inflation.

- 2) Identify, by brainstorming, the "big" ideas or social science/social studies concepts that are used to organize K-12 social studies programs, e.g., continents, time, place, demand and supply, location, leadership role and status, perceptions.

- 3) Identify, by brainstorming, the nouns and adjectives that people use to name or describe social studies education in general, e.g., "boring" dates, countries, wars.

- 4) Identify, by brainstorming, what an effective citizen should know, be able to do, and what democratic beliefs one should demonstrate prior to graduation from high school, e.g., empowered, informed, supportive, open and tentative.

- 5) Identify, by brainstorming, the descriptors or characteristics of people who have good self-concepts, e.g., secure, good listeners, supportive.

Determining Significance. After the brainstorming tasks have been completed and prior to posting on a wall for all to see and add to, each group is asked to draw lines through any items that shouldn't be in a quality K-12 social studies program. In addition, the group should box all items that should be de-emphasized and circle all items that should receive more emphasis.

If members within the group disagree about not enough or too much, use both boxes and circles. Identify at what grade level each item can be introduced with the awareness that each item must be reinforced in all latter grades.

Start a new list by brainstorming the competencies (knowledge, skills, attitudes) that all citizens need in order to cope, or deal with any one problem listed in the first brainstorm, e.g., thinking skills, cooperative skills, and critical reading skills.

One person in the group should post these lists on a wall. A second person should be prepared to give a brief report to the total group reviewing the brainstorming task of the small group and summarize the group's findings. Frequently, this report includes comments about items and where there were differences of opinion that emerged during circling or boxing or crossing out. The reporter might conclude by asking the total group for any additions to the lists.

After the reports, the group leader asks the total group for any suggestions for additional items or lists. Remind the group that these lists should contain all parts or pieces for the total scope of a quality K-12 social studies program for students.

- 6) One frequent suggestion for additions is the need for a "content" list. This list generally includes such items as names of key countries, important events and people and, in general, much of what frequently goes on in social studies classrooms. It is important for the leader to record these suggestions but not permit discussion about the suggestions at this time.

Ideally, at this point, the group feels that the total scope of social studies is revealed on the wall. Another feeling that generally emerges is one of frustration over the tremendous scope of social studies education. This frustration is desirable and leads to the search for an organizing theory--which is a later activity. These lists should be kept, added to, and posted during future departmental meetings, and included in your district's printed document for future decisions about courses, units, and materials. This concludes the scoping activity and the determining significance activity leads us to the balancing, integrating, sequencing, and identifying continuity activities.

Balancing is the process of linking above results of the scoping activities to the social science-history concepts and interdisciplinary topics and responsibilities generally viewed as important to social studies education such as racism/sexism, humanities, global perspectives, cultural sensitivities, law, energy, and current events.

1. Are all social sciences represented in all grade levels and all appropriate activities, lessons, units, and courses?
2. Is there appropriate balance between/among past, present, and future?
3. Is there appropriate balance between real and ideal phenomena?
4. Is there appropriate balance between concrete and abstract phenomena?
5. Other.

Integrating is the process of linking these multidisciplinary topics to the social science-history concepts and the other four elements identified in the scoping process.

1. Are interdisciplinary topics/items integrated where appropriate, e.g., law education, sexism-racism-ageism-etc., energy, global, and consumer?
2. How do social studies activities, lessons, units, and courses relate to other school subjects?
3. Other

Sequencing is the process of determining the order or prerequisite nature of the topics and concepts to the learning stages of the learners both within the course or grade level and among the grade levels.

1. How do activities relate to lessons, units, courses, and grades? To the total K-12 program?
2. How do these relate to the student's real world?
3. Other

Identifying Continuity is the process of assuring smooth transition toward a higher level of students understanding the sequential building nature of knowledge, skills, attitudes, and participation.

1. Do some learnings come before others?

2. Do learnings build on other later learnings?
3. Is there a FIT?
4. Other

This process is a time consuming one but, once done, it does not have to be repeated every time--five to seven years when the student's materials wear out. It provides the essential continuity needed in a quality K-12 social studies program. This process focuses on ends--what students ought to know, be able to do, and what attitudes they ought to have prior to graduation. These ends, which tend not to change, serve as criteria for selection of the means--student materials which do tend to change.

APPLICATION ACTIVITY

The next step is to participate in a social studies student learning activity which takes about twenty minutes and will then be applied to the "Social Studies Learner Outcomes" document (in the appendices).

This activity is designed for use in small group (4-6). The directions for each group are to sort the twelve data cards (find comment cards on the following pages) that will result in two groupings each describing a different community. Before handing out cards be sure to cut so there are twelve individual cards/sheets. Please note that two cards are headed by physical settings, daily routines of children, daily routines of adults, networks, domestic settings, and making a living. Each of the two communities should have one card for each of the six headings. Tell the groups to start with the two physical settings cards which will establish the environment for each community.

When each small group completes the sorting, the next step is that each group is asked to infer from the data by describing for each community some of the values of that community and record them.

While the small groups are sorting and inferring values, the leader should write the following on the blackboard, a transparency, or newsprint:

KNOWING		Thinking and Processing Skills	Developing Democratic Beliefs and Values for Personal Decision Making	
Social Studies Content	Social Science Concepts			Social Participating

Physical Setting
Routines of Adults
Routines of Kids
Making a Living
Domestic Setting
Networks
Values

The above categories include the five essential elements of a lesson for discussing methods of teaching and learning.

CONTENT

Not much discussion about the content column is really necessary here because most teachers have been using good questioning skills to help students understand the type of content used in this card-sort. To check this assumption, one might ask where these two communities located and support answers with evidence. One might also ask the group to provide a date or the communities again with supporting evidence.

CONCEPTS

When one understands concepts like physical setting, routines of adults and children, and making a living, one is equipped to study any community in the world--past, present, or future. There is high transfer value to concept questioning, such as: What are some characteristics of the physical setting? What are some of the routines of adults and children? How do male and female differences show up in both adults and children? In short, all lessons should focus on powerful concepts that have transfer value to one's own environment and experiences. Students, including educators, should be asked to apply each of the six concepts to their community to ensure they understand each. This application to local environment models what good a social studies lesson does frequently, and provides an excellent small group working opportunity also. For a more detailed list of social science concepts see the appendices.

SOCIAL PARTICIPATION

DEVELOPING DEMOCRATIC BELIEFS AND VALUES FOR PERSONAL DECISION MAKING

Moving to the social participating column, one needs to point out that social participating, as it is used here, is focusing on all behaviors of the small group, from the time the group receives the packet of twelve cards until the activity is completed. Discussion should focus on who, how, and when decisions were made in the small group; such as, who decided to pick up the packet, remove the staple, read and/or distribute the cards, and how and who would read the cards. Many decisions were probably made by both the individuals and the small group. The small group should attempt to individually recall who made suggestions, and how the suggestions were received and accepted by others. Frequently, students will make suggestions on how to process the data, only to be told that their idea is dumb or stupid. Adults are much more subtle. Some demonstrate leadership skills in ways that appear bossy, which may be in the interest of self and others. Obviously, the process of any activity necessitates interaction of students. This group interaction needs to be monitored, or recalled, to be discussed, and the discussions should include concepts, content, and affective skills, as well as cognitive skills. Many teachers have indicated that this card-sort and discussion about process has been extremely helpful to their understanding of how the cognitive skills and affective dimensions fit together, and happen concurrently, when students are interacting within small groups. In the next chapter one can find a section on social participating skills.

THINKING AND PROCESSING SKILLS

Discussions about the skills and democratic beliefs columns can be shortened by asking the groups to identify, out loud, skills both cognitive and affective, i.e., picking out main ideas, hypothesizing about which community a card matches, and praising a group member. There are appropriate sections in Chapter III, "Thinking and Processing Skills," and "Developing Democratic Beliefs," and "Values of Personal Decision Making." Ask the large group to identify examples from these two sections.

It is now time to focus on the document, "Social Studies Outcomes." One method is for one-third of the total group to look at Roman numeral I and concentrate on the arabic numbered outcomes. The task is for each person, individually or in small groups, to skim the learner outcomes and identify those that he or she did or could have done while the small group was sorting the cards on the two communities, and inferring the values of each community. One person in each group is asked to keep track of how many of the outcomes he or she did while sorting the cards. They may report this as a fraction, e.g., 8 out of 10, or as a percentage of student outcomes they did during the total card-sort activity.

One-third of the group should look at Roman numeral II and do the same as above.

The other third of the large group should individually skim Roman numeral III--outcomes. The task is the same as above. Another alternative is for each small group to look at the first learner outcome on every third or fourth page. The purpose is to see the diversity of outcomes in the entire document.

The reports from each of the three groups generally conclude that, of those outcomes they skimmed, they actually "did" at least 50 percent, and frequently the reports were as high as 90 percent. These reports demonstrate to the whole group that knowledge, processing skills, and attitude outcomes happen concurrently in teaching-learning activities involving small group interaction. The reports also demonstrate that, in a twenty minute card-sort activity, over 50 percent of the long list of learner outcomes were, or could have been, demonstrated or used by the learner. The skimming and reporting activity lessens the frustration of seeing the outcome list as a linear one, and reinforces the notion that teaching for outcomes is not another irrelevant "task" by some outside force.

It becomes evident that if a district can identify, clarify, and seek agreement and commitment to some student outcomes on a K-12 basis, each teacher of social studies will be more comfortable and able to make qualitative and quantitative statements about learning in social studies programs because all K-12 teachers are teaching for student outcomes.

COMMUNITY CARD SORT

Physical Setting*

The community is located along the natural harbor of a river which opens into the ocean. There is very little farmland within the boundaries of the community itself, but fertile farmlands adjoin the community's borders. Vast oak forests also exist nearby, a source of excellent quality timber. The river itself abounds with fish, especially sturgeon, and small craft can easily reach the fishing banks lying offshore. The climate of the region varies with the seasons. Winters tend to be long and cold, springs mild and wet, summers hot and humid.

This small community stretches for two miles along the river. Most of the people live in houses which line the streets of the community's center. Two main streets run parallel to the river and lead into the principal business district. Side streets link together the residential and business areas. The focal points for the community's commercial activities are the wharves on the river. Most people travel by foot or horseback for short distances and by stagecoach and ship for long-distance travel. The community is also connected to the outside world by a regular mail service and newspaper delivery.

Physical Setting

The community is located on one of the several wide rivers which are part of a network of rivers and creeks which flow to the ocean. The land closest to the ocean is swampy, but inland for about 100 miles to low rolling mountains, the land is rich for farming. Trees are plentiful. The area in which this community is located has a temperate climate of long, hot summers and somewhat shorter, but cold winters.

There are not many harbors along the ocean, but the rivers can be navigated by large oceangoing vessels. People travel by horse and carriage as well as by small boats.

The community center is composed of a large elegant house. Four large buildings and numerous smaller buildings and cabins surround it. It is the hub of all activities of the several hundred people who work and live here. There are many small farms in the area and several large ones at great distances from one another. There are only a few towns in the region.

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Domestic Setting*

There are 357 individual houses in the community, providing homes for more than 500 families. Most of the houses which are privately owned are located on side streets running off the two main streets of the town. There are public buildings within walking distance from most of the houses, as well as places of worship, schools, and shops.

The houses range in size and stature depending upon the wealth of the owner. The richest merchants own prominent mansions while the less affluent either own more modest houses of varying sizes and shapes or live with other family members. The houses were either built by the owners with the help of friends and family or they were constructed by professional artisans hired to do the job. Heat is obtained from wood fires, and usually each house has at least one fireplace. Each family is expected to provide for the maintenance of its homes.

A family is usually composed of a husband, wife, their children, and other relatives who for one reason or another are dependent on the family. In the case of the wealthier people, the household also includes domestic servants.

Domestic Setting

The people in this community live in houses which are fairly widely separated from one another. The majority, who are farmers, live in wooden houses of several rooms. Several separate buildings--a kitchen, smokehouse, and dairy--are part of the farm.

Wealthier plantation owners reside in a great manor house, usually two stories high and made of brick. The location of the house makes it the center of several large buildings and numerous smaller ones that are a part of the plantation. Gardens, lawns and avenues of trees surround the house.

The family consists of a mother and father, some six or seven children, and occasionally a relative. In addition, the household regularly includes: the family tutor, numerous domestic slaves and servants, a housekeeper, a clerk, a nurse, and sometimes a dancing master. Visitors often stay overnight, and any traveler who knocks on the door is welcome. It would be against the custom of the country for the host to accept money for putting up a traveler overnight.

The manor house consists of two stories. The first floor often contains a dining room, a dining room for children, a master library, and sometimes a ballroom--the largest room in the house--and a fine staircase. Upstairs are bedrooms for the mother and father, the girls and for occasional guests. Boys sleep in the schoolhouse with their tutor. This building, separate from the main house, contains about five rooms. Slaves and indentured servants reside in separate quarters, usually one-room cabins located behind the manor house.

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Daily Routines of Children

The majority of children in this community spend their time at work and at learning. Children of farmers help in the tasks that must be performed. The most common form of education for these children is an apprenticeship system. At an early age they leave their homes to live with other families for the purpose of learning a trade. The master of the family agrees to instruct the child in a trade--that is, as a cooper, a carpenter, or a blacksmith, etc. The master of an apprentice can command an apprentice to any task.

There are very few free schools in the region and the children of wealthier families are sent to private boarding schools in England to get an education. Some families hire private tutors. Children who are tutored in their own homes usually spend their day in the schoolroom. They begin at 8 and study until 12 noon, then resume their classes after lunch. They are instructed in writing, reading and grammar. Boys study Latin and Greek. Girls are also instructed, but not in difficult languages. During their free hours--school ends at five--these children join their parents in hunting, fishing, in visiting their neighbors, and perhaps in going to a fair, where they can watch a horse race.

Daily Routines of Children*

The majority of children spend their day in learning. There are three schools in this community, one free grammar school and two writing schools. Children are taught reading, writing, and arithmetic. There are several private schools for education of young ladies. In addition to writing, grammar and arithmetic, they learn needlework. Some families hire private tutors for their children. Most boys from wealthy families are expected to attend college and prepare for it by attending private academies or by studying Latin and Greek at home with tutors. Some sons of merchants do not go to college, but after graduation from a private academy go to sea or to work as a clerk in a merchant's countinghouse.

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Daily Routines of Adults

Most adults in this community spend their days in the business of farming, overseeing planting in the spring and harvesting their crops in fall.

The large plantation owner may supervise the work on his own plantation, but he often has overseers to help manage the servants and his slaves. He also acts as a merchant, buying and selling the tobacco of smaller farmers. He serves as a vestryman for his church, as a member of the militia and sometimes as an official of the colony's government.

Servants, skilled craftsmen, indentured servants and slaves are all engaged in the daily activities of the plantation--working in the house, the craft shops or the fields from sunup to sunset. The master has absolute control over his household members, especially the slaves, who sometimes escape for a time by running away to the woods, where they live on animals that run wild there. But if caught, they are punished.

Wives of wealthier plantation owners have the responsibility of managing a large mansion of numerous servants and slaves. Meals are large and busy affairs including all the regular household members and frequently including strangers, as well as a constant round of visitors. Wives of farmers attend to their families, getting meals, raising children, spinning, weaving, tending to hogs and cows, making butter and baking bread.

On Sundays, the planter and his family usually attend church, where they meet with friends in the church yard and have a chance to exchange gossip. The minister sometimes has a difficult time getting them to come in to the service.

*Taken from Implications of American Democratic Civil Ethics for School-Research for Better Schools, National Assessment for Educational Progress Objectives on Citizenship as noted by Ralph W. Tyler, Denver: National Commission of States, 1977.

Daily Routines of Adults

There are a wide variety of occupations in the community. Trade is the center of life of the whole community. Most men spend their days attending to trades. Merchants daily go to their counting houses, send orders for trade to ship captains, visit the shipyards to see about the building of ships, and arrange the buying and selling of goods with shopkeepers.

The only days on which all the men cease working are Sundays. It is considered as wrong to be seen working on Sundays as it is to be seen not working on other days.

There is far less variety in the daily routines of the women of the community. Regardless of social class, the center of women's activities is the home and main focus of their attention is the family.

Making a Living*

Most people in this community make their livings at farming and trade. The size of their farms and the scope of their trade vary considerably. Most farmers produce tobacco, the staple crop of the community, for purposes of trade. They also produce enough food for their families, servants and slaves.

A large plantation is about 1000 acres and employs as many as a hundred slaves. Smaller farmers who work their own lands have from fifty to a hundred and fifty acres. Most of the land is forest, either virgin land or land that has been used until it will not grow tobacco well and then allowed to grow up in trees again.

In addition to overseeing the running of his plantation, the planter usually performs certain services for smaller, up-river farmers. He buys and sells their tobacco as well as supplying them with credit and other needed supplies.

Farmers and planters need the help of skilled craftsmen: carpenters, blacksmiths, shoemakers, barrel makers, tanners, spinners, weavers, etc. Wealthier planters hire free men who are skilled at these trades or train their own indentured servants or slaves in these skills. In addition to these tasks, slaves on a plantation spend their days toiling in the fields. The work of a plantation goes on from sunup to sunset.

Women are usually responsible for running households and in some cases for working with their families in the fields. Slave women are required to work in the fields even if they have children.

Making a Living*

This community is not self-sufficient. It depends heavily on trade with other communities for it needs markets both to sell its goods and to buy its needed supplies. Most of the occupations of the people in this community are connected in some way with trade: merchants, lawyers, shipmasters, shopkeepers and innkeepers, craftsmen and laborers of all kinds make their livings because of trade. Shipbuilding is a major industry: the community, in fact, is the largest center for shipbuilding in the region.

The wealthiest people in the community are the merchants. They own most of the wharves on which the important commercial activities occur and the biggest shipyards.

There are few farmers, and food is obtained mainly through trading with nearby farming communities. Markets exist farther up the river on which the community is located and across the ocean in England. In exchange for farm crops, the merchants sell lumber products, shingles, boards, barrel stoves and cured fish as well as foreign imports.

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Community Networks

The community of a large plantation is self-sufficient. Including the planter, his family, tutors, special craftsmen, indentured servants, and slaves. It can number some five hundred people, because families are self-sufficient and distant from other plantations and farms, they have little occasion to see one another. But these people spend a great deal of their time visiting one another, and use almost any occasion to celebrate with one another. Even going to church is a chance to meet and visit with friends.

There is no such thing as an intruder. Doors are open to friend and stranger. Since many of the plantation owners are related to each other by marriage, they keep up with one another by celebrating weddings and births, as well as holidays. This pattern of hospitality extends to all classes of people--rich and poor.

Community Networks*

The lives of the men* of the community intersect at several different points. Town meetings to which all eligible voters are invited provide one important means for communication and cooperation. These meetings conduct the main business of the community. Every Sunday the whole community gathers at church to be instructed by the minister. Often there are services both morning and afternoon. The minister preaches a different sermon in the afternoon than in the morning, and often people attend both.

The work of the merchants, ship captains, and shipbuilders bring them into contact with many people outside of the community itself. Because they are involved in the activities of the port, they deal with a cross section of people the rest of the community seldom meets. For the shopkeepers there is continual contact with the people in the community as well as with travelers who choose to stay in town. However, despite all of these ways in which the community members interact, people tend to choose their friends from among their own social class. Social clubs also provide an opportunity for people to gather together, but as they are largely restricted to socially prominent men, their membership is limited.

*In these white European communities opportunities for interaction with the rest of the community were primarily available to men. In many respects this was not true in the Indian communities.

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CHAPTER III

INTRODUCTION AND GOALS FOR SOCIAL STUDIES EDUCATION

If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be -- I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education.

-- Thomas Jefferson

This chapter provides a model mission statement that clearly describes the purpose and rationale for requiring K-12 social studies. The Minnesota State Board of Education adopted, on April 16, 1973, a description of social studies which stated "The social studies included the following areas of the social sciences: anthropology, economics, geography, history, political science, psychology and sociology, as well as interdisciplinary studies involving the social sciences."

The ideas offered here are in the spirit of encouraging a review or discussion of both the academic offerings and educational environment. It is recognized that each school, community, and social studies faculty has unique characteristics and needs, therefore, decisions about the social studies program need to be made at the local level. Such examination should lead to a thoughtful analysis of existing practices and the delineation of reasoned expectations of students, teachers, and the total educational community. The "Nation At Risk" and other reports recommend strengthening graduation requirements, increasing the clarity and difficulty of student objectives, more time on social studies, developing improvement plans, forming partnerships, and improving working conditions and decision-making roles of teachers. The "Planet at Risk" suggests social studies education help students understand nuclear issues, population issues, resource issues, pollution issues, waste of human potential, misperceptions, and the other problems brainstormed in the scoping activity in Chapter II. How and where to integrate these concerns is a must for empowered citizens.

A quality social studies program results from each teacher at each grade level linking, connecting, and reinforcing concepts, skills, and attitudes to ensure student understanding.

Social studies education has a specific mandate in regard to citizenship education. That mandate is to provide every American school child and adolescent with the opportunity to learn the knowledge, the abilities and skills, and the beliefs that are needed for competent participation in social, political, and economic life which includes the controversies and how to process them in a just way.

The professional practice of the social studies teacher may be defined as informing and empowering children and youth. This empowerment includes the meaning and practice of democratic behaviors, the society's institutions, its values, and its requirements within the framework of an interconnected world of many diverse and conflicting nations. The people of these nations are often committed to competing or even conflicting ideologies, and philosophical orientations.

Empowered citizen participation requires a commitment to human dignity, the practice of rational processes, and a global perspective (these goals and processes are defined on page 31). This kind of effective citizenship is essential to the health of democratic systems. Effective social studies programs must prepare young people who can identify, understand, and work to solve the problems and controversial issues that face our increasingly diverse nation and the interdependent and evolving integrated world. Organized according to a professionally designed scope and sequence, such programs:

1. Begin in preschool, continue throughout life, and include carefully identified learner outcomes, and sequentially develop learning experience at the elementary and secondary levels;
2. Exist in every classroom, everyday, throughout every school year;
3. Foster individual, social, and cultural identity;
4. Include observation of and participation in the school and community as part of the curriculum, including service opportunities;
5. Enable students to understand critical and controversial issues and the world as it really is and how it could be;
6. Enable students to make responsible decisions;
7. Demand appropriate standards of performance and assess student success by means that require more than the memorization of information;
8. Depend on caring, creative teachers broadly prepared in history, the humanities, the social sciences, educational theory and practice; teachers who are provided group planning time and staff development experiences to continually improve the student's K-12 social studies program; and
9. Use the community as a resource base for program development and student involvement.

DEFINITIONS

Social studies is a basic subject of the K-12 curriculum that:

1. Derives its goals from the nature of citizenship in a democratic society closely linked to other nations and peoples of the world;
2. Draws its content primarily from anthropology, economics, geography, history, political science, psychology, sociology, and, to some extent, from the humanities and science; and
3. Is taught in ways that reflect an awareness of the personal, social, and cultural experiences of learners.

An enriched, enlightened, and empowered citizen may be defined as an informed person, skilled in the processes of a free society, who is committed to democratic values, is able, and feels obliged, to participate in social, political, and economic processes.

The times require democratic citizens whose participation in the social arena includes three fundamental perspectives: a pluralist perspective, a global perspective, and a constructive perspective.

At the heart of the **pluralist** perspective is a disciplined respect for human differences all sorts, but particularly of opinion and preference, of race, religion, and gender, of ethnicity and, in general, of culture. The perspective is based on the realization that there is diversity among people and the conviction that this diversity is good. From this perspective, one seeks to understand and appreciate the multiplicity of cultural and subcultural differences among peoples. From this perspective, one regards the existence of ethnic and philosophical differences not as a problem to be solved, but as a healthy, inevitable, and desirable quality of democratic group life. From this perspective came the founders' determination to protect minorities from the majority. And, from it came the First Amendment, designed as Justice William O. Douglas said, "so as to permit a flowering of people and their idiosyncracies."¹

International/global education is the carefully developed elementary and secondary program that helps students develop the knowledge, skills, and attitudes needed to live and contribute effectively to a world possessing limited natural resources and characterized by ethnic diversity, cultural differences, and increasing connections with other countries and people of the world. An international or global perspective means viewing the world and its people with understanding and concern. Understanding requires knowledge of and respect for the differences and similarities of the world's people and how they exchange goods, services, and ideas. Concern necessitates assuming responsibility for the needs of all people and commitment to finding just and peaceful solutions to global problems.

The **constructive** perspective² involves competent participation in social, political, and economic processes, as well as an ongoing critique of those processes. Committed to democratic beliefs, the constructive citizen questions the congruence of existing processes with the principles of freedom, justice, equality, responsibility, privacy, and diversity. Constructive citizenship is therefore more than the passive, uncritical acceptance of the status quo. It includes the ability to see the "taken-for-granted" in public affairs, to examine accepted practices, to engage in dialogue with others about the public and private good, and to conceive new arrangements and ways of viewing the future that may be more compatible with democratic values and beliefs. It includes, too, the courage to take an unpopular position in the face of overwhelming social pressure to conform. Without constructive citizens in the past, it is likely that many previously accepted practices, such as patronage, the harassment of religious minorities, and the disfranchisement of women, blacks, and other cultural minorities, would never have been questioned and, to a degree, corrected.

These three perspectives are themselves interdependent and together shape the democratic citizen's participation in public life.³ Cultivating these citizens is the special assignment of social studies education, and fulfilling this assignment is the central professional challenge faced by social studies educators today.

The foregoing definition focuses the purposes of social studies on citizenship education. It recognizes the need to deal with social studies content from a global perspective. Although it identifies history, the social sciences, humanities, and science as major sources of subject matter, it does not make the study of these disciplines an end in itself. Finally, the emphasis is on teaching procedures and content that are linked to the personal experiences of the learners knowing today's students will have most of their lives in its twenty-first century.

The basic goal of social studies education is to prepare young enlightened and empowered citizens to be humane, rational, participating citizens in a world that is becoming increasingly interdependent. The enhancement of human dignity through learning and commitment to rational processes as a principal means of attaining that end are concerns shared with other disciplines. The other institutions of society also share with the schools a powerful influence upon the civic education of the young. Social studies education provides a structured school and community focus for the preparation of citizens. A commitment to foster human dignity and rational process are key to the structure of the social studies curriculum.

Human dignity is a core upon which all values are built. In American society, human dignity has long been sought through the struggle to implement such ideas as due process of law, social and economic justice, democratic decision making, free speech, religious freedom, self-respect, and group identity. The idea of human dignity is dynamic and complex, and its definition likely to vary according to time and place. The essential meaning, however, remains unchanged; each person should have opportunity and responsibility to know, to choose, and to act. From this perspective, the idea of human dignity should extend to all people.

Rational processes refer to any systematic intellectual efforts to generate, validate, or use knowledge. The ultimate power of rational processes resides in the explicit recognition of the opportunity to decide for oneself, in accord with the evidence available, the values one chooses, and the rules of logic. Therein lies the link between human dignity and the rational processes.

But without action, knowledge, or rational processes; the belief in human dignity or commitment to global perspectives are not of much consequence. It is essential that these major goals be viewed as equally important; ignoring any one of them effectively weakens a social studies program. The relationship among knowledge, beliefs, values, and skills is one of mutual support. Each facilitates development of the others, and, in combination, they lead to effective participation in public affairs. Thus, a balance in emphasis is necessary.

Four Essential Curriculum Components

Knowing

In spite of modern technology, or perhaps because of it, the citizen has an enormous need for knowing in making personal decisions. It is essential to personalize information considered in the classroom in terms of students' value systems and knowledge in their daily lives. Knowing is an interactive process of gathering and using data, analyzing and synthesizing data, and using it while participating in life.

The Minnesota State Board of Education adopted on April 16, 1973, Edu 291(d) Social Studies in secondary schools which states:

"The social studies include the following areas of the social sciences: anthropology, economics, geography, history, political science, psychology, and sociology, as well as interdisciplinary studies involving the social sciences."

In exemplary social studies programs, students use thinking and processing skills, and selected social science methods, concepts, and generalizations to solve problems and clarify issues.

The structure of a discipline refers to the ways in which a practitioner in the field relates facts and concepts. When those disciplines are aimed at prediction, a structure includes the concepts, generalizations, and broader theories of the discipline. However, there is no one structure for any discipline. Structures are developed by practitioners of the discipline to help them make sense out of the real world; the structures change as the practitioners engage in further study and see new ways of organizing data. Furthermore, practitioners do not agree on any one structure at a given point of time. They may agree on a number of key concepts or generalizations, but they tend to relate them in different ways and place differing degrees of emphasis upon them.

Any discipline includes a field of study, an organized body of knowledge, and a method of inquiry combined. The field of study refers to the data studied and the types of questions asked by practitioners in the discipline. These questions define the data of the field and so its boundaries. Indeed, practitioners from the different disciplines differ more in the questions asked than in the general phenomena studied.

In addition to the field of study, any discipline includes an organized body of knowledge. The body of knowledge consists of far more than an accumulation of facts. Unless facts are grouped to show their relationships, they are of little help in explaining events, places, or topics. Scientists attempt to describe, order, and explain the phenomena in their field. Most of them also hope to develop laws which will enable them to predict. Scientists describe and order their data by developing concepts which relate like things. They attempt to explain and predict by discovering relationships among concepts -- relationships which hold true in many, if not in all, cases in which specified conditions exist. The generalizations can be used to explain isolated facts if these facts are instances of the phenomena explained by the generalization. Generalizations are of differing levels of usefulness. A low-level theory or generalization might relate only two variables or concepts. A middle-range theory might relate a number of concepts and the data in a major part of a discipline. A broad-gauge theory would relate the data and concepts in the entire discipline. Scientists are trying to develop valid broad theories in addition to many low-level and middle-range theories which must achieve wide acceptance.

Any discipline includes a general method of inquiry such as the empirical, which includes a set of tools, questions, or techniques for carrying out an investigation.

Whatever the structure, the key concepts of a field of knowledge become tools for analysis, and, along with the generalizations about them, help people make sense out of new data. They are of more lasting value than discrete data or singular propositions of the field, even though they, too, may change.

All fields of knowledge are constantly changing and at an ever-increasing rate of change. Consequently, it is not enough to know something about current ways of structuring knowledge and current theories within the sciences. It is highly important to think of knowledge in a discipline as including knowledge about what is not known, the questions which need asking, and methods of advancing knowledge in the field. Teaching students the methods and techniques of scientists should make them better consumers of science information. Some of these techniques and the general problem-solving approach are also useful to citizens in their everyday lives.

No science is value free. Scientists share certain scholarly values. Some of these are quite similar to the values supported by those who believe in democratic processes for resolving conflict. Both science and democracy demand a commitment to the examination of social attitudes and data, as well as support for independent thought, for the expression of different points of view, and interpreting evidence, in an effort to help predict the possible consequences of following certain value positions. Both require a critical evaluation of sources of information. Learning the methodology of the social sciences should, therefore, reinforce efforts to teach some of the basic tenets of democracy.

Social studies has historically had a special responsibility for the attainment of such educational goals having to do with knowledge of the American heritage, the economic system, law and government, political processes, the geography of the world, decision making, world cultures, conflict resolution, the Constitution and the Bill of Rights, and the principles and ideals of American democracy.

The major challenge of social studies educators is how to organize what students need to know, be able to do, and what beliefs, attitudes, and values should be learned prior to graduation. Over the years, social studies educators organized the "knowing of social studies" around full year courses of American history, world geography, civics, American history, world history, and elective economics, sociology, and national government.

A second attempt focused on organizing courses around concepts and generalizations from each of the seven social sciences. When viewing the concepts and generalizations, one should feel free to modify by adding and deleting from the lists. For a comprehensive list of social science concepts and generalizations, please refer to the appendices. Teachers could use the content and student materials to teach and reinforce the concepts listed. The generalizations are what the student needs to know in his or her own words and should be able to apply in new situations. Also, students should be able to give examples of generalizations from other times and places.

A third attempt to organize the knowledge or knowing component of social studies education focuses on learner outcomes, statements of what students should know. Unlike the concept and generalization, learner outcomes are multidisciplinary statements that can be used as unifying ends around which each teacher could structure their means--lessons, units, courses, and materials. These learner outcomes are similar to National Assessment Social Studies Objectives originally designed in 1969 and revised a number of times. These learner outcomes served as criteria for developing test items for fourth, eighth, and eleventh grade tests. (See the appendices and the next chapter for a list of the Social Studies Cognitive or Knowledge Goals, the knowledge objectives, and single samples of learner outcomes.)

The challenge of identifying what students need to know about social studies education prior to graduation is a complicated one, and one that needs to be addressed by professional social studies educators who are provided prime time to be together for planning. We may find that the Thinking and Processing, Developing Democratic Beliefs and Values for Personal Decision Making, and Social Participating components may be less difficult to define, organize, and integrate into a quality K-12 social studies program.

Thinking and Processing Skills

To have a skill means that one is able to do something proficiently in repeated performances. Reading, knowing how to find a book in the library, participating in a group discussion, and finding a place on a map, are examples of a few skills important to the social studies. Skills are important vehicles in learning and using concepts, skills, and generalizations, and in gaining insight into values and beliefs.

Skill learning requires sequential development, systematic instruction, practice, and reinforcement at all levels. Using and applying skills is the best form of practice, providing enough direction is given to ensure appropriate use. In developing an instructional sequence, simple variants of the skill are introduced at early levels, leading to more and increasingly complex applications in the upper grades.

It is essential that students connect knowledge with beliefs and action through the practice of a comprehensive set of problem solving skills.

Problem solving is the broadest category of skills and includes critical and creative thinking, decision making, as well as the skills of locating, organizing, evaluating, and reporting information. Students form opinions about past and current controversies and public policies. These opinions should result from rational processes and concern for human dignity. This is the purpose of social studies.

For a detailed list of thinking and processing skills see the appendices.

Included here is a brief outline of thinking and processing skills essential to the social studies:

*** Problem Identification Skills**

Learning to:

- Identify central elements, ideas, and issues
- Apply divergent thinking
- Develop a written definition
- Formulate testable hypotheses
- Clarify ambiguous terms

*** Information Gathering Skills**

Learning to:

Acquire information by observation
Locate information from a variety of sources
Assess the strengths and weaknesses of sources
Compile, organize, and evaluate information
Extract, interpret, and report information

*** Information Processing Skills**

Learning to:

Analyze events, ideas, and issues
Compare things, ideas, events, and situations on the basis of similarities and differences
Classify or group items in categories
Ask appropriate and searching questions
Draw conclusions or inferences from evidence
Arrive at general ideas
Make sensible predictions from generalizations

*** Decision Making Skills**

Learning to:

Generate and consider alternative solutions
Consider the consequences of each solution
Make decisions and justify them in relationship to democratic principles
Act, based on those decisions
Evaluate the results of decisions made

*** Interpersonal Skills**

Learning to:

See things from the point of view of others
Understand one's own beliefs, feelings, abilities, and shortcomings and how they affect relations with others
Use group generalizations without stereotyping and arbitrarily classifying individuals
Recognize value in individuals different from one's self and groups different from one's own
Work effectively with others as a group member
Give and receive constructive criticism
Accept responsibility and respect the rights and property of others

**Developing Democratic Beliefs and Values
for Personal Decision Making**

Behavior is guided by the internalized beliefs and values of individuals. The welfare of a democratic society depends on how well the actions of individual citizens reflect the democratic beliefs and values to which the society is committed.

Although we lack complete agreement as to which beliefs and values the school should teach, the public clearly expects the schools to teach those on which there is consensus. State legislative mandates calling for the teaching of certain specific components of the social studies, such as state and national history, the Constitution, and economic ideas, may be interpreted as an endorsement of certain beliefs and values associated with those subjects.

Fundamental beliefs drawn from the Declaration of Independence and the United States Constitution with the Bill of Rights form the basic principles of our democratic constitutional order. Exemplary school programs do not indoctrinate students to accept these ideas blindly, but present information about their historical derivation and contemporary applications essential to understanding our society and its institutions. Not only should such ideas be discussed as they relate to the curriculum and to current affairs; they should also be modeled in classrooms and embodied in the school's daily operations.

These democratic beliefs depend upon such practices as due process, equal protection, and civic participation, and are rooted in the concepts of:

Equality	A more perfect union
Responsibility	Established justice
Freedom	Ensure tranquility
Diversity	Provide for common defense
Privacy	Promote the general welfare
Cooperation	Secure the blessing of liberty

In addition, one might add others like truth, honesty, concern, and courage.

The program of beliefs and values has to be based on something more than a collection of virtues that we would like to see in the "ideal" American. The main thrust of democratic beliefs or values is to guarantee the respect for human dignity and freedom. The following is a list of rights, freedoms, responsibilities, and beliefs that embody many of the common values embraced by Americans:

A. Rights of the Individual

- Right to life
- Right to liberty
- Right to dignity
- Right to security
- Right to equality of opportunity
- Right to justice
- Right to privacy
- Right to private ownership of property

B. Freedoms of the Individual

- Freedom to participate in the political process
- Freedom to worship
- Freedom of thought
- Freedom of conscience
- Freedom of assembly
- Freedom of inquiry
- Freedom of expression

C. Responsibilities of the Individual

- To respect human life
- To respect the rights of others
- To be tolerant
- To be honest
- To be compassionate
- To demonstrate self-control
- To participate in the democratic process
- To work for the common good
- To respect the property of others

D. Beliefs Concerning Societal Conditions and Governmental Responsibilities

- Societies need laws that are accepted by the majority of the people
- Dissenting minorities are protected
- Government is elected by the people
- Government respects and protects individual rights
- Government respects and protects individual freedoms
- Government guarantees civil liberties
- Government works for the common good

While the school is properly only one force influencing the values of the young, what the school can contribute is impressive. It can help the young recognize that among planet Earth's people there are many sets of values rooted in experience and legitimate in terms of culture. Such a realization is a protection against ethnocentrism.

The school must provide appropriate opportunities for open, thorough examination of the value dilemmas underlying social issues and problems that affect the everyday lives of students. Students need systematic and supportive help in examining differences among other persons and groups and in clarifying the value conflicts within themselves. Students must come to understand that although evidence is important, facts alone do not always determine people's decisions. There are times when people suspend judgment, and occasions when problems have no set answers. The expectation that problems can be examined in an increasingly sophisticated way can contribute to students' feelings of competence and sense of identity. Some may even have faith that thoughtful sensitivity to their own values and those of others will foster decent and humane values.

The school itself is a special institution, and the values embedded in its daily operation can exert a powerful influence. The school can make clear its own valuing of human dignity by practicing it in the school as a whole and above all in social studies classrooms. Young children especially must learn the core values in the course of daily living; the school can hardly afford to escape its responsibilities to them; fair play, justice, free speech, self-respect, decision-making opportunities, the right of privacy, and denial of sexism and racism ought to be expected for all students and teachers in every classroom. District policies need to not only protect these opportunities for teachers, administrators, and students but also must ensure that educators choose to provide these opportunities for students.

Social Participating

Social participation in a democracy calls for individual behavior guided by the values of human dignity and rationality and directed toward the identification, discussion, and resolution of problems confronting society. A commitment to democratic participation suggests that the school find ways to involve students as active citizens in small groups in the classroom as well as the community.

Education in a democratic framework clearly requires that participation be consistent with human dignity and the rational processes. Social participation must not be undertaken without systematic, thoughtful deliberation. To do so could violate the values of human dignity or rational process. Educational institutions can make a significant contribution to society by providing students with the knowledge and experience necessary to be effective, singly or as part of organized groups, in dealing with social problems. Many schools are discussing the benefits of requiring students to provide voluntary community services.

Social participation should mean the application of knowledge, thinking, and commitment in the social arena--personal, family, peer, community--at the personal, local, state, national, and international levels. Social participation can build an awareness of personal competence, awareness that one can make a contribution, and contribute a positive self-concept. These kinds of experiences will promote a willingness to participate actively.

Extensive involvement by students of all ages in the activities of their community is essential. Many of these activities may be in problem areas held, at least by some, to be controversial.

To teach participation, social studies programs need to emphasize the following kinds of behaviors:

Social Participating Behaviors

- * To work effectively in groups, one must know how to:

Propose solutions, suggest ideas, new definitions of the problem, new approaches to the problem, or new organization of material in win-win ways. Be soft on people but hard on the problem.

Ask for clarification of other's suggestions and additional information or facts without offending anyone. Separate the people from the problem.

Look for expressions of feeling and seek clarification of values, feelings, suggestions, or ideas without offending anyone.

Offer facts or generalizations relating one's own experience to the group problem and to illustrate points. Explore other's interests.

State one or more opinions or beliefs concerning a value and its factual basis. Invest new options for mutual gain.

Elaborate and clarify, by giving examples or expanded meanings; try to envision how a proposal might work if adopted.

Coordinate and show relationships among various ideas or suggestions; try to pull ideas and suggestions together and try to draw together activities or various subgroups or members. Encourage others to help problem solve.

Take turns summarizing and pulling together related ideas or suggestions and restating suggestions after the group has discussed them.

- To work effectively in groups, one must be a:

Promoter by being friendly, warm, responsive to others, praising others and their ideas, and agreeable with and acceptable to contributions of others. Encourage win-win options.

Gatekeeper by trying to make it possible for other members to make contributions by suggesting limited talking time for everyone.

Standard setter by expressing or seeking standards for the group in its decision making.

Follower by supporting decisions of the group, thoughtfully accepting ideas of others, and serving as an active listener.

Leader by summarizing group feelings and describing group reactions to ideas or solutions.

- To work effectively in groups, members must:

Evaluate by comparing group actions with group standards and comparing accomplishments against goals. Insist on using objective criteria.

Diagnose sources of difficulties, identify appropriate steps to take, and analyze the main blocks to progress.

Test for consensus by asking and working for group consensus on decisions.

Mediate by recognizing and stating differences in points of view and making compromise solutions.

Relieve tension by humor or putting a tense situation in wider context, or search for middle ground.

Social studies programs which combine the acquisition of knowledge and skills with an understanding of the application of democratic beliefs through practice in social participation represent an ideal professional standard. Working to achieve that ideal is vital to the future of our society.

It is essential that these four curriculum components: Thinking and Processing Skills, Developing Democratic Beliefs and Values for Personal Decision Making, and Social Participating be viewed as equally important; ignoring any of them weakens a social studies program. The relationship among the four components is tight and dynamic. Each interacts with the others. Each nourishes the others.

See the November-December 1986 issue of Social Education for five diverse scope and sequence rationales for K-12 social studies education.

The Minnesota and National Social Studies Task Forces acknowledge the thoughtful and substantial contribution of several committees that have produced curriculum documents for the National Council. These publications extend as far back as the mid-1950s and include *A Guide to Content in the Social Studies* (1957); *The Social Studies and the National Interest* (1962); *Social Studies in Transition: Guidelines for Change* (1965); *Social Studies Curriculum Guidelines* (1971, revised in 1979); *Essentials of the Social Studies* (1981); and *In Search of Scope and Sequence* (1986).

¹Douglas O. William, *Points of Rebellion*. New York: Random House/Vintage, 1970:11.

²The definition of the constructive perspective given here is derived from the book *School Reform and Institutional Life: A Case Study of Individually Guided Education*, by Thomas S. Popkewitz, B. Robert Tabachnick, and G. Wehlage, Madison, WI: University of Wisconsin Press, 1981.

³R. Freeman Butts integrates education for global interdependence, cultural pluralism, and civic cohesion in the publication *International Human Rights and Civic Education in International Human Rights, Society, and the Schools*, edited by Margaret Stimmann Branson and Judith Torney-Purta, Washington, D.C.: National Council for the Social Studies, 1982, NCSS Bulletin #68.

CHAPTER IV

DEVELOPING MODEL LEARNER OUTCOMES AND ASSESSMENT FOR SOCIAL STUDIES EDUCATION

The purpose of this chapter is to provide school district personnel with a model of learner outcomes a student is expected to have developed as a result of participating in a K-12 social studies program.

This chapter contains only the broad categories of social studies learner outcomes. A complete detailed list of learner outcomes will be found in the appendix. The categories of outcomes in this chapter are too general for teaching and testing.

This chapter is designed to show how each category of learner outcomes reflects the State Board of Education goals and how they are related to the broad social studies program goals and objectives. The outcomes are classified according to cognitive, affective, psychomotor domains. International, multicultural and gender fair concept development are also included.

On the far right of each of the following pages please find an "Assessment" column. Each of the learner outcomes is used as criteria for developing test items for both its Minnesota and Piggyback Assessment tests and the Test Item Book. In the current assessment tests we have approximately forty items for each of four tests at each grade level. This totals over 160 items. Only one-fourth are answered by any one student. The tests are for fourth, eighth and eleventh graders. The learner outcomes were also used as one of four indexes for sorting the test items in the item bank. Each item was also sorted by knowing, applying and integrating.

Because of the current emphasis on higher order thinking, the first few pages will review only one way of ordering thinking. This test, which contains several levels, was reduced for our document to the three levels located at the far left of the list.

In reviewing this chart, remember that level four, application, is where the "directing" of learning shifts from the teacher to the learner and the teacher plays a consulting role. If students apply learning, teachers need to reduce the amount of material to be investigated during the course or unit.

HIGHER LEVEL THINKING

7	Evaluation Question	Making Value Judgement with Criteria Critiquing Judging Modifying Reconstructing Contrasting Views Assessing Selecting	Deciding Rating Disputing Discussing Verifying Grading
6	Synthesis Question	Producing/Composing/Creating New Creation for Learner Formulating Categorizing Developing Models Summarizing Trends	Designing Imagining Inferring Hypothesizing Inventing Forecasting/Predicting
5	Analysis Question	Distinguishing Between Fact & Opinion Use of Logic Cause - Effect Classifying Inducting - Deducing Recognizing Assumptions Sublevels - Elements Relationships	Separating Abstracting Dissecting Ordering Investigating Differentiating
4	Application Question	Applying Without Teacher Direction Converting Distinguishing Demonstrating Constructing	
3	Interpretation Question Comprehension	Comparing/Matching Using A Given Model Estimating Justifying Procedures Extrapolating Contrasting	
2	Translation Question	Restating In Own Words Defining In Own Words Describing in Own Words Identifying In Own Words Listing Summarizing Single Event Recording	
1	Memory Question Knowledge	Remembering Terms, Principles, Theories Locating Following Direction Defining Using Author's Words Describing Using Author's Words Reproducing Using Author's Words	

The above is a combination of models taken from "Taxonomy of Educational Objectives" by Benjamin A Bloom and "Classroom Questions-What Kinds?" by Norris M. Sanders

CHAPTER IV

CATEGORIES OF LEARNER OUTCOMES FOR SOCIAL STUDIES

(For A Detailed List of Learner Outcomes see Appendix CC)

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
COGNITIVE OUTCOMES. The learner develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships and effects of beliefs, values and behavior patterns, and applies this knowledge to new situations and data.			
A. The learner acquires knowledge about social organizations.			
A, B, C, D, E, F, I.5,6	1. Identifies some groups that human beings form (e.g., family, peer, community, cultural/ethnic, national, international) and indicates some reasons why and how these groups form and how one becomes a member of a group.	Integrating, Multicultural, Gender Fair, International/ Global	(The Minnesota Department of Education has two programs for districts that want to "assess" these learner outcomes. Requested information about the Test Item Bank and the Minnesota Assessment of Educational Progress and Piggyback Option. These two programs are constantly changing in content, form and quality.)
B.2,7,8, D.1, E.1,2, F.3,4, H.1,2,3	2. Identifies some preferences among people that lead to group identification (e.g., common interest, common heritage).	Applying, Multicultural, Gender Fair, International/ Global	
A, B.1,2, C.1,2, D.2, E.2,3, F.1,4, H.3, K.3	3. Describes some of the functions of groups such as family, peer, community, professional, national and international groups in various cultures and indicates how and why these functions change; gives explanations of the consequences of these changing functions.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B.1,2, 8,11, C.1, D.2,3, F.3,4,5, H.3 K.1,2,3,	4. Describes some of the functions of basic institutions (e.g., educational, labor, consumer groups, legal, religious, financial, health care, business) in various cultures and indicates how and why these functions change.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B.1,2,3,6 C.1,3, D.1,2, E.1,2,3, H.1,2,3,4, K.1,3	5. Identifies "cultural universals" such as shelter, food, communications, socialization, stratification, family organization and religion; recognizes that these "cultural universals" take different forms in diverse cultures and that these forms change over time.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B.6,7, D, E, G.1,2, H.1,3	6. Describes some of the basic patterns of human settlement (e.g., nomadic, village, city) and describes similarities and differences between these patterns from a multicultural perspective.	Applying, Multicultural, Gender Fair, International/ Global	
B. The learner acquires knowledge about self, others and the relationships between human beings and social environments, understands some of the effects of these relationships and makes value judgements about the consequences of these relationships from a multicultural perspective.			
A, B, C, D.3, E.2,3, F.1,2, H.1,2,3, I.6, K.1,	1. Identifies and describes some influences including controls that groups (e.g., family, peer) and institutions have on individual behavior and attitudes (e.g., choices of clothes, food, language, recreation, attitudes toward other people and institutions, and cultural perceptions) and compares these influences with those in other cultures.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B.3,9, F.1,2,3,5,	2. Identifies individuals, females and males, and multicultural and groups whose efforts, ideas or inventions have significantly affected the lives of other human beings and describes their contributions.	Knowing, Multicultural, Gender Fair, International/ Global	

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
A, B, F.1,2, K	3. Describes major changes that have occurred in the way women and men live or work (including one's own life) and explains What ideas and inventions helped bring about these changes.	Knowing, Applying, Multicultural, Gender Fair	
A, D, E, F	4. Describes some ways ideas, customs and inventions have been transmitted and spread from one cultural group to another.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B.1,2, 3,6,7,8, C, H	5. Describes some innovations (ideas or inventions) and explains how these innovations have affected social, political and economic life among different cultural groups.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B.2,3, 6,7,8, C, D, E, F, G, H, K	6. Describes some factors that might promote or inhibit change, and generalizes about their effect on society.	Applying, Integrating	
A, C.1, 2,3, D.2	7. Describes and evaluates some of the effects of population density and growth on the way people live.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B.9,12, D.2, E.3, G.2, I.5, 7,8	8. Explains and evaluates some ways human resources have been allocated, used and conserved in the community, the nation, other societies/cultural groups.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B.1,9, 11, D, E, F, G, H	9. Gives examples of some effects on social institutions that may result from contact among diverse cultures.	Applying, Multicultural, Gender Fair, International/ Global	
A, F, H.1,2,4	10. Explains how diverse ethnic groups (both within and outside a society) have contributed to the development of a particular culture.	Applying, Multicultural, Gender Fair	
A, I.4, 5, L.1, 3,5	11. Knows major schools of learning theory and stages of learning in humans; and describes basic types of learning, principles involved and application to human behavior.	Applying, Integrating, Gender Fair	
A, B.1, E.1, F.2, I.4,5, J.4,5,7, L.5	12. Defines developmental psychology and discusses the major theories of development, including psychosexual, learning, behavioral, cognitive and psychosocial theory.	Applying, Integrating, Gender Fair	
A, B.1, I.5, L.1,5	13. Evaluates prominent theories, research studies and findings related to the various altered states of consciousness (e.g., physiological processes involved, interpretation, importance, and application) according to various authorities.	Applying, Integrating	
A, B.1, C.1	14. Identifies authorities and theories in human perception and discusses their approaches.	Applying, Multicultural, Gender Fair	
C.	The learner acquires knowledge about the relationships between human beings and the physical environment; explains where things are, why, and explains some of the effects of these relationships; and makes value judgements about the consequences of these relationships.		

State Board of Education Learner Goals Learner Outcomes		Developmental/ Concept Emphasis	Assessment
A, B.1, C.1	1. Identifies the major geographic features of the physical environment in absolute and relative location terms and knows some of the general relationships between and characteristics of place, regions, and location movement in Minnesota and the world, and determines the ways these features can be depicted in map or graphic form.	Applying, Psychomotor, International/ Global	
A, B.6,7, C, D.2	2. Describes ways human beings of diverse cultures have moved and adapted to or modified their physical environment; explains some reasons for these changes; describes and evaluates the effects of such changes.	Applying, Integrating, International/ Global, Multicultural, Gender Fair	
A, B.8, 11, K.4	3. Explains and evaluates some effects of technology (e.g., inventions and methods of production) on the relationship between cultural groups and their physical environment.	Applying, Integrating, Multicultural, Gender Fair	
A, B.1,6, 7,11, D.2, J.3	4. Explains and evaluates ways in which natural resources have been allocated, used, transported, and conserved in the community, regions, the nation and in other societies/cultural groups.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
D. Acquires knowledge about economic and political decision-making processes.			
B.1,4, F.1,3,4, G.3, I.5, K.3,4	1. Gives examples of some decisions made at home, in school, in peer groups or at work which affect the individual; identifies who makes these decisions and describes how these decisions have affected individual behavior based on gender and race.	Applying, Affective, Multicultural, Gender Fair	
A, B.2,11 C, D.3 F.4, G.3, H.1	2. Identifies how different economic systems make decisions about the production and distribution of goods in community, cultures, state, national and international situations; suggests some reasons for these decisions and indicates possible effects of these decisions.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B.1, 2,4, C, D, E, F, H	3. Identifies some decisions made about services (e.g., protection, health care, transportation) in community, state, national and international situations; suggests some reasons for these decisions and indicates possible effects of these decisions.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, E.3, H.1, 3, I.6,8, J.2,4,5, 7, L.1-3	4. Explains the influence of location, life style, advertising, level of income, peer pressure and governmental action on consumer decisions; describes and evaluates individual or group actions taken to protect the consumer.	Applying, Integrating, Multicultural, Gender Fair	
A, B, C, D, E, F, G, H, K	5. Demonstrates knowledge of political science as the study of systems by which diverse cultural groups govern their collective affairs, particularly through authoritative decisions about who gets what, when and how. This knowledge includes various theoretical approaches (e.g., normalities and behavioral) and basic methods of inquiry (e.g., case study, comparative and experimental) and uses political concepts (e.g., power, ideology, decision making, roles, elites and classes, expectation, legislative, and judicial).	Applying, Integrating, Multicultural, Gender Fair	
B, C, D, E, F, G, H	6. Describes some of the reasons why people form governments.	Applying, Multicultural, Gender Fair, International/ Global	

State Board of Education		Developmental/ Concept Emphasis	
Learner Goals	Learner Outcomes	Assessment	
A, B.1-9, D, F, G, H	7. Identifies the legislative, executive, and judicial structure and function of governments including within their school and community.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, G, G, H	8. Identifies the rights of the individual as expressed in ideological documents (e.g., the United States Constitution) and explains the importance of these rights in public and private decision making.	Applying, Integrating, Affective, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, G, H	9. Explains the formal and informal relationships among the branches of the national, state and local governments in the United States and other countries and analyzes the importance of these relationships in decision making over time.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, G, H, K	10. Identifies the changing relationships in the division of power between local, state and national governments, in the United States and other countries and analyzes some effects these relationships have on the decision-making process.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, G, H, K	11. Identifies specific interests of some of the major economic, social, and political organizations in the United States and other countries and describes some influences these groups have on the decision-making process.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, E, F, G, H, I, K	12. Compares, contrasts and evaluates ways individuals or groups can support or effect changes in decisions that have been made over time and identifies political thinkers from Western and non-Western countries.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, G, H, I, K	13. Identifies situations (e.g., home, school, peer groups, community, national, international) where female/male or cultural group participation in decision making has been affected by lack of opportunity; suggests and evaluates ways of increasing participation.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, G, H, K	14. Identifies and explains factors affecting political decision making by elected officials.	Applying, Integrating, Multicultural, Gender Fair	
A, B, C, D, E, G, H, K	15. Identifies some factors (e.g., lack or distortion of data, no clear cause and effect relationship, impact of time, conflict of values including cultural differences) that make political and economic decision making processes difficult and uncertain.	Applying, Integrating, Multicultural, Gender Fair	
A, B, C, D, E, G, H	16. Compares and contrasts decision-making processes of democratic and totalitarian political systems and socialistic and both Western and non-Western capitalistic economic systems.	Applying, Integrating, Multicultural, Gender Fair	
A, B, C, D, E, F, G, H, K	17. Identifies major factors and ideas which have contributed to the economic and political development of selected Western and non-Western countries; explains how some of these factors have influenced the decision making process.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
A, B, C, D, E, F, G, H, K	18. Identifies and explains some of the contemporary and prevailing political economic interactions among Western and non-Western nations.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, G, H, K	19. Identifies some systems that various Western and non-Western nations have developed to involve the general population in decision making, and describes how these systems have evolved over time.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, G, H, K	20. Explains how an analysis of the political and economic decision-making processes employed in the past may or may not help in making decisions about the future.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
	E. The learner acquires knowledge about conflict and the impact it has on individual and cultural group relationships, and makes value judgements about these relationships.		
A, B, 3, 4, 7, 8, C, D, E, F, G, K	1. Identifies potential sources of conflict in groups (e.g., family, peer, school, culture, community, national and international).	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, 3, 4, 7, 8, C, D, E, F, G, K	2. Identifies specific situations in the community, national and international areas, where there is potential or actual conflict; explains some reasons for the conflict; predicts the consequences of the conflict.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, C, E, F, G, J, K, L, 6	3. Identifies ways people react to conflict in family, peer, school, cultural, community, national and international situations, and evaluates those reactions.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, G, H, K	4. Identifies ways conflict has been handled in family, peer, school, culture, community, national, and international situations, and evaluates the methods used in handling such conflicts.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, G, H, K	5. Explains how conflict may affect relationships between individuals and between groups of people.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, G, H, K	6. Gives constructive ways of handling conflict situations.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
	F. The learner expresses awareness of some of the beliefs and values expressed by people of diverse cultures and recognizes that the times and places in which people live influence their beliefs, values and behaviors.		

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
A, B, C, D, E, H, I, J, K, L	1. Identifies objects, feelings and ideas important to people in different places, cultures and times, and explains why some things are valued more in some places, cultures and times than in others.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, C, E, F, G, I, L	2. Describes ways people of diverse cultures express their feelings and preferences for objects and ideas.	Applying, Integrating, Psychomotor, Affective	
A, C, D, E, F, H	3. Infers beliefs, values and lifestyles from information about the times, cultures and places in which people live.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, C, D, E, F, G, H, I, J, K, L	4. Understands factors which influence formation of an individual's self-concept, and understands how racial, cultural, economic, and religious status may influence self-concept.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
	G. The learner demonstrates knowledge of ways beliefs and values are transmitted in diverse cultures.		
A, C, D, E, F, G, H	1. Compares and contrasts the ways beliefs and values are transmitted in their society with ways by which beliefs and values are transmitted in another society.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, E, 2, 3, F, H	2. Describes ways beliefs and values are transmitted among diverse cultures.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
	H. The learner acquires knowledge about some of the influences that beliefs and values have on relationships between and among diverse individuals and groups of people.		
D, F, G, I, J, L	1. Gives examples of influences of beliefs and values of members of one's own family, cultural, or peer group and explains some of the possible effects of these influences.	Applying, Integrating, Affective	
A, B, C, D, E, F, G, H	2. Compares and contrasts the beliefs and values of two groups of people, and suggests the effects that the similarities and differences in beliefs and values may have on the relationship between these two groups (e.g., females/males, minority/majority).	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, G, H	3. Gives examples of differences in beliefs and values that have created a division between two groups of people, identifies alternative ways of dealing with the situation, and explains the consequences of each alternative.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
B, C, D	4. Evaluates the variety of ways groups are interdependent (e.g., city dwellers depend on farmers for food and farmers depend on city dwellers for income, political parties depend on ethnic groups to produce votes and ethnic groups depend on political parties for community services).	Applying, Integrating, Multicultural, Gender Fair, International/ Global	

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
B, C, D, F, G	5. Evaluates types of intergroup cooperation (e.g., business and labor cooperate to acquire a government contract; the PTA school board, teachers' union and state educational agencies cooperate to get a school bond passed; political groups form a coalition to lobby for legislation).	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
B, C, D, F, G	6. Evaluates types of intergroup competition (e.g., businesses compete for customers by cutting prices; politicians compete for voters by campaigning; sports teams compete for championships by playing against one another; nations engage in arms races).	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
B, C, D, F, G	7. Analyzes types of intergroup conflict (e.g., wars, riots, strikes, boycotts, demonstrations).	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
B, C, D, F, G	8. Evaluates types of intergroup conflict resolution methods (e.g., bargaining, mediation, conquest, judicial decisions, subjugation).	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
B, C, D, F, H	9. Evaluates the variety of ways that people of the world are related and connected, including: a. ecologically (e.g., sharing and conserving natural resources) b. economically (e.g., imports and exports, multinational corporations, international monetary system, economic alliances) c. politically (e.g., shared ideologies, international organizations, international laws and agreements, treaties and alliances) d. socially (e.g., personal, language, educational, religious) e. technologically (e.g., new communication systems, space exploration, knowledge sharing, computer use) f. historically (e.g., movement of peoples, sharing of traditions, sharing of past experiences) g. culturally (e.g., ethnic ties, belief systems, language)	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
	I. The learner understands major social changes that have occurred in American society and compares and contrasts them with other Western and non-Western societies.		
A, B, C, D, E, H	1. Evaluates urban development and its impact on minority/majority groups (e.g., settlement patterns, population growth and shifts, involvement of federal and state governments, problems associated with urban development such as isolation, density, pollution, political fragmentation, housing, transportation, education)	Applying, Integrating, Multicultural, Gender Fair	
A, B, C, D, H	2. Evaluates rural development and its impact on minority/majority groups (e.g., settlement patterns, population growth and shifts, involvement of federal and state governments, impact of changes in agriculture--mechanization, credit, prices, marketing, production, specialization, subsidies, cooperatives, and problems associated with rural development isolation, declining population, transportation, education, social services).	Applying, Integrating, Multicultural, Gender Fair	

State Board of Education Learner Goals Learner Outcomes		Developmental/ Concept Emphasis	Assessment
A, B, C, D	3. Evaluates the impact of technology on society (e.g., improved communications, development of large industries; mechanization of agriculture; mobility of work force, specialization of labor, changes in careers and occupations, growth of a service economy).	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D	4. Evaluates changes in racial/ethnic relations (e.g., contributions of various groups, immigration policies and settlement patterns, processes of acculturation, effects of discrimination and persecution, government policies, court decisions, desegregation of public facilities, awareness of needs, civil and human rights movements).	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D	5. Evaluates changes in female and male roles (e.g., gender stereotyping; discrimination in income, education and employment; liberation and protest movements; government policies and laws; court decisions; Equal Rights Amendment; relationship of changing roles to technological, economic and political changes).	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D	6. Evaluates changes in the family patterns (e.g., changes in the function, role and size of families; effects of mobility on family life; impact of changes in other institutions on the family; differing family structures; impact of increased life expectancy; impact of changing marital relationships).	Applying, Integrating, Multicultural, Gender Fair	
A, B, C, D	7. Evaluates changes in work patterns (e.g., the work ethic, concepts of achievement and success, unemployment and underemployment patterns, effect of occupational mobility, impact of automation, development and influence of labor unions, the use of leisure time, importance of education and training).	Applying, Integrating, Multicultural, Gender Fair	
A, B, C, D	8. Evaluates changes in population patterns and their impact on minority/majority groups (e.g., birth rate, increased life expectancy, needs of senior citizens).	Applying, Integrating, Multicultural, Gender Fair	
A, B, C, D, E, F	9. Evaluates social problems such as alienation, poverty, health, crime, aging, drug abuse, pollution and racism, sexism and their interlocking relationships, abuse of children, spouses.	Applying, Integrating, Multicultural, Gender Fair	
A, B, C, D, E, F, H	10. Evaluates the development of educational institutions (e.g., development and organization of public educational system, effect of federal and state involvement, training of teachers, control of schools, costs and benefits of education, changing curricula, alternatives to public or formal education, vocational education, equality of education, special education).	Applying, Integrating, Multicultural, Gender Fair	
A, B, C, D, E, F, H	11. Evaluates development of religious institutions (e.g., origins of organized religious groups, basic tenets of various religious groups, historical events impacting on religious groups, reform movements, constitutional view of the relationship between church and state, judicial decisions relating to religious beliefs).	Applying, Integrating, Multicultural, Gender Fair	
A, B, C, D, F	12. Evaluates the effects and impact of demographic changes on minority/majority groups (e.g., settlement patterns--old-young, north-south, urban-rural; limiting resources--water, services).	Applying, Integrating, Multicultural, Gender Fair	
J.	Uses concepts, generalizations and theories to explain and understand the past of any one society and a cross section of major Western and non-Western societies.		
A-L	1. Evaluates cause and effect including multiple causation, continuity, change, challenge and response, and leadership/conditions.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	

State Board of Education		Developmental/ Concept Emphasis	Assessment
Learner Goals	Learner Outcomes		
A-L	2. Understands time perspective, including change over time, chronology, rate of change, repetitiveness and uniqueness of change.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A-L	3. Evaluates human experience including culture, culture perception, independence/interdependence, institution, symbols and traditions.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A-L	4. Uses historiographic skills including evidence, frames of reference, empathy, interpretation, objectivity, primary and secondary sources, societal and cultural, concerns and questions.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
THINKING AND PROCESSING SKILLS. The learner develops the competencies to acquire, organize, evaluate and report information for purposes of solving problems and clarifying issues.			
	A. The learner identifies the central problem in a situation; identifies the major issue in a dispute.		
A, C	1. Clarifies vague and ambiguous terminology.	Applying, Integrating	
A, C	2. Distinguishes among definitional, value and factual issues in a dispute.	Applying, Integrating	
	B. The learner applies divergent thinking in formulating hypotheses and generalizations capable of being tested.		
A, C	1. Uses processes of logic (e.g., scientific method, sequencing, measuring, formulating models).	Applying, Integrating	
A, C	2. Uses processes of creative, intuitive holistic synergistic systemic (e.g., delphi, brainstorming, matrices, future wheels, and trend extrapolation).	Applying, Integrating	
	C. The learner identifies and locates multiple sources of information and evaluates the reliability and relevance of these sources.		
A, C	1. Identifies and locates sources of information appropriate to the task (e.g., authorities or resource people, from diverse groups, books on subject, reference works, maps, magazines, newspapers, fiction, radio, television, computers, aerial photography, interviews, surveys, experiments, statistical data, case studies, systematic observations, personal experiences, artistic representations, community and cultural resources).	Applying, Integrating	
A, C	2. Distinguishes between relevant and irrelevant sources.	Applying, Integrating	
A, C	3. Distinguishes between reliable and unreliable sources.	Applying, Integrating	
	D. The learner demonstrates ability to use reliable sources of information.		
A, B, C	1. Uses more than one source to obtain information.	Applying, Integrating	
A, B, C	2. Develops questions appropriate for obtaining information from sources.	Applying, Integrating	
A, B, C	3. Records observations and information obtained from sources.	Applying, Integrating, Psychomotor	

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
A, B, C	4. Identifies points of agreement and disagreement among the sources.	Applying, Integrating	
A, B, C	5. Evaluates the quality of the available information.	Applying, Integrating	
	E. The learner organizes, analyzes, interprets and synthesizes information obtained from various sources.		
A, B, C	1. Identifies central elements in information.	Applying, Integrating	
A, B, C	2. Classifies information.	Applying, Integrating	
A, B, C	3. Distinguishes statements of fact from statements of opinion.	Applying, Integrating	
A, B, C	4. Distinguishes statements of inference from statements of fact.	Applying, Integrating	
A, B, C	5. Identifies stated opinions, biases, cultural and gender stereotypes and value judgments.	Applying, Integrating	
A, B, C	6. Differentiates between points of view and primary and secondary sources.	Applying, Integrating	
A, B, C	7. Recognizes logical errors.	Applying, Integrating	
A, B, C	8. Recognizes inadequacies or omissions in information.	Applying, Integrating	
A, B, C	9. Makes inferences from data.	Applying, Integrating	
A, C	10. Identifies cause and effect relationships and differentiates between causation and correlation (e.g., relationships among cultural, religious or political groups).	Applying, Integrating	
A, C	11. Recognizes interrelationships among concepts.	Applying, Integrating	
A, C	12. Identifies nature of sample.	Applying, Integrating	
A, C	13. Identifies stated and unstated assumptions.	Applying, Integrating	
A, C	14. Summarizes information.	Applying, Integrating	
	F. The learner uses summarized information to test hypotheses, draw conclusions, offer solutions to problems, clarify issues, forecast and create scenarios.		
	G. The learner validates outcome of investigation.		
A, C	1. Tests solutions to problem or issue when possible.	Applying, Integrating	
A, C	2. Modifies solutions in light of new factors or considerations.	Applying, Integrating	
A, C	3. Analyzes trends and modifies projections when necessary.	Applying, Integrating	
	H. The learner appraises judgements and values that are involved in the choice of a course of action.		
A, C	1. Identifies and weighs conflicting values which serve as contradicting criteria for judging courses of action.	Applying, Integrating	

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
C	2. Develops a set of criteria for judging proposed courses of action in terms of actual and projected consequences.	Applying, Integrating	
A, C	3. Applies the established criteria to actual and projected consequences of a proposed course of action.	Applying, Integrating	
A, C	4. Selects and defends a position or course of action consistent with the established criteria.	Applying, Integrating	
AFFECTIVE OUTCOMES. The learner examines own and others' feelings, beliefs, and values, recognizes the relationship between own value structure and own behavior and develops human relations skills and attitudes that enable one to act in the interest of self and others; is developing positive self-concepts.			
	A. The learner expresses awareness of the characteristics that give identity to females and males of diverse cultures.		
A, C	1. Identifies a range of individual (personal) characteristics.	Applying	
A, C, E	2. Identifies the characteristics of the individuals, groups, institutions, or associations, with which people identify (e.g., socioeconomic, ethnic race, gender, religions, peer, age).	Applying	
A, C, E	3. Identifies the similarities and differences between one's own character and those of the groups with which one identifies.	Applying, Integrating	
	B. Expresses awareness of one's goals (aspirations), the different goals of the different groups with which one identifies, and compares and contrasts those goals.		
A, C, I, J	1. Identifies one's own goals.	Applying	
A, C, I, J	2. Identifies the goals of the individuals, groups, institutions or associations with which one identifies.	Applying	
A, C, I, J, K	3. Evaluates the changing nature of goals.	Applying, Integrating	
	C. Expresses awareness of the relative strengths of oneself and the groups with which one identifies; recognizes the societal barriers to full development that may exist; suggests ways of maximizing one's effectiveness.		
I	1. Identifies one's strengths.	Applying	
B, F	2. Identifies the strengths of the groups, institutions and associations with which one identifies.	Applying	
B, F, I	3. Identifies the relationship between one's strengths and the strengths of the different groups with which one identifies.	Applying	
B, C, G	4. Recognizes the societal barriers to full development that may exist (e.g., racism, sexism, ageism, classism).	Applying	
A, C, F, G, I, J	5. Suggest ways of maximizing one's effectiveness individually and in groups.	Applying, Integrating	
	D. The learner examines own beliefs and values and the relationship between these and behavior.		
A, B.3, 9, C, E, F	1. Describes and explains own feelings and preferences about diverse cultural groups, females/males, beliefs and ways of life and is willing to trust feelings and preferences of others.	Applying, Integrating	
A, B.9 C, D, 5	2. Describes ways one expresses own feelings and preferences about diverse culture groups, females/males, beliefs and ways of life.	Applying	
C, D, E, I	3. Identifies and gives reasons for one's own criteria for judgement of beliefs and actions of other people, and for judgement of own beliefs and actions.	Applying	

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
I, J, L	4. Demonstrates a growing awareness of responsibility for one's own behavior.	Applying	
I, J, L	5. Demonstrates awareness of one's own acts and of how they affect others.	Applying, Affective, Psychomotor	
A, C, I, J, L	6. Describes own personal response (action or attitude) to a dilemma situation and the possible consequences of the response to self and others.	Applying, Affective, Psychomotor	
A, C, F, I, J, L	7. Identifies own beliefs and values, and those of others, in a dilemma situation involving members of family, or peer different cultural groups.	Applying, Affective, Psychomotor	
A, C, F, I	8. Identifies alternative responses to a dilemma situation, considers the possible consequences of these responses, and selects and defends a position.	Applying, Integrating, Affective, Psychomotor	
	E. The learner develops the human relations skills and attitudes necessary to communicate with females and males of diverse cultural groups.		
A, C, D, G	1. Has positive interactions with females and males of all races, cultures, religions, mental and physical characteristics, when presented with such opportunities.	Applying, Integrating, Affective, Multicultural, Gender Fair, International/ Global	
A, C, D, E, G	2. Respects the rights of others to behave in humanistic ways congruent with their value systems.	Applying, Integrating, Affective, Multicultural, Gender Fair, International/ Global	
D, E, F	3. Encourages others to express their feelings and opinions.	Applying, Integrating, Affective, Multicultural, Gender Fair, International/ Global	
G, G	4. Demonstrates understanding of others' viewpoints and feelings.	Applying, Integrating, Affective, Multicultural, Gender Fair, International/ Global	
A, C, G	5. Asks for clarification and elaboration of ideas of others. Clarifies and elaborates own ideas.	Applying, Integrating, Affective, Multicultural, Gender Fair, International/ Global	
D	6. Provides emotional and intellectual support for others.	Applying, Integrating, Affective, Multicultural, Gender Fair, International/ Global	

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
	F. The learner expresses awareness of the physical, intellectual, cultural and social conditions of human beings, and suggests ways these can be improved.		
A, B, C	1. Expresses an interest in the physical, intellectual, cultural and social conditions of human beings.	Applying, Affective, Multicultural, Gender Fair, International/ Global	
A, C, D, E, F, H	2. Suggests ways society can help improve the condition of human beings in all cultures and both genders.	Applying, Affective, Multicultural, Gender Fair, International/ Global	
A, C, D, E, F, H	3. Suggest ways one can personally and practically help in improving the conditions of human beings in all cultures and both genders.	Applying, Affective, Multicultural, Gender Fair, International/ Global	
	G. The learner demonstrates a commitment to female/male and diverse group rights and acts in support of equal opportunity.		
A, B, C D, E, F, H	1. Demonstrates respect for the moral and legal rights and basic freedoms of females/males of diverse groups, other people, and indicates why such respect is important.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, H	2. Acts in support of the rules or laws of one's society; works responsibly to change those laws which function unjustly.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, H	3. Demonstrates an interest or willingness to act in supporting open and equal opportunity, and explains why this is important.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, H	4. Participates individually, or with others, in promoting or removing legal, social, educational and economic obstacles to the full development of females/males or diverse groups.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A-K	5. a) Acquires and uses information; b) Assesses own involvement c) Makes decisions d) Makes judgements e) Communicates f) Cooperates g) Promotes diverse group interests h) Reaches out and renews relationships with adversaries.	Applying, Integrating, Affective, Multicultural, Gender Fair, International/ Global	
	H. The learner demonstrates effective involvement in social interaction.		
A, B, C	1. Participates in making decisions at home, in school, in peer/cultural groups or at work.	Applying, Multicultural, Gender Fair	

State Board of Education		Developmental/ Concept	
Learner Goals	Learner Outcomes	Emphasis	Assessment
A, B, C, F	2. Participates in setting, planning, achieving and evaluating the goals of the groups to which one belongs.	Applying, Integrating, Multicultural, Gender Fair	
A, B C, F	3. Participates in social, political, economic and cultural activities carried on in own community, nation and the world.	Applying, Integrating, Psychomotor, Multicultural, Gender Fair, International/ Global	

I. The learner is developing a positive feeling about one's self.

CHAPTER V

TRANSPOSING LEARNER OUTCOMES INTO THE CLASSROOM

Transposing learner outcomes into classroom scope and sequence necessitates more planning time for elementary and secondary teachers to be together for longer periods of time and engaged in processes that lead to conceptualizing a coherent social studies K-12 program that includes the following tasks.

First of all, we must clarify terms we use to describe social studies plans and the roles we play while planning. Curriculum, one of the words we use frequently, means developing the written and agreed-upon vertical or K-12 plan that should:

- o present a statement of purpose for social studies;
- o establish an ordered collection of goals, objectives, and learner outcomes that identify the knowledge, skills and attitudes. These outcomes must be demonstrated by students prior to graduation. The grade level at which each is introduced, reinforced and emphasized must be identified;
- o use appropriate content;
- o present a logical sequence of interdisciplinary concepts and content drawn from the social sciences and humanities;
- o suggest a variety of teaching and learning styles;
- o identify specifically or generally appropriate resources;
- o provide evaluation criteria for assessing the effectiveness in terms of student performance.

The teacher's role in the K-12 process is to help plan the total program with an appropriate number of elementary and secondary educators.

The second use of the word curriculum occurs when teachers are developing teaching-learning activities which are linked together to form lessons, which, in turn, are linked together to form units which make up courses. This is the horizontal view. The teacher's role here is frequently working alone or with other teachers who teach the same assignments.

In Chapter II, a process of identifying and clarifying learner outcomes for K-12 social studies programs was introduced. Criteria for decision making include: a list of problems facing humankind and the competencies needed to cope with the problems, a list of the big ideas of social studies, a list of typical descriptors used to describe or name social studies, lists of characteristics of an effective citizen and a good self-concept, a list of potential content to be included in grades K-12, and a potential list of learner outcomes in the knowledge, skill and attitude domains.

Process for Selection

If your district finds this helpful, you are ready for the next step. This relates to the columns on the "Social Studies and Student Outcomes" document in the appendices.

The leaders of the school district's renewal process must decide how large a sample of K-12 teachers must be selected to react to the K-12 columns identifying where the learner outcome should be introduced, reinforced, and emphasized. Generally speaking, secondary teachers feel most student outcomes should be introduced in junior or senior high; but elementary teachers feel most can be introduced at the primary level. When elementary teachers give examples of how they would introduce a student outcome to primary students, secondary teachers agree that the student outcomes can be introduced to primary students. This is an important agreement and understanding. Secondary teachers should also give examples for all to see the increasing difficulty of outcomes.

The process of sampling K-12 teachers of social studies, and the results of reacting to the columns, will take some time. Many teachers have said that reaction to the columns takes about two hours. The renewal leadership may need to request release time for the teachers. DO NOT, EVER, SEND with an attached memo asking teachers to do the assignment alone after school.

In most cases, all the student outcomes are approved by those sampled. The next step is to communicate which student outcomes are tentatively adopted by the K-12 teachers of social studies.

Process for Linking

The next step is of critical importance to many teachers who have experienced this model and how they feel about the whole process. Because of this, it might be advisable to share this step with them at an earlier time. One point at which this might be done is after the format overview, when they were introduced to the outline of Roman numerals, upper case letters, and learner outcomes in Chapter IV and in the appendices. If they will look at Roman numeral I. A. 1., they will find the student outcome which says "Identify some groups that human beings form..." Encourage them to visualize two subparts to this outcome labeled lower case a) and b). Lower case a) is where each teacher links that student outcome to the content taught. See example below.

This linking activity assures social studies teachers that the content they have been teaching can be the means to the student outcomes or ends. The teachers may also be asked about how many times during their course that particular student outcome may be taught or enforced.

Lower case b) asks the student to demonstrate that he or she understands sufficiently to apply the student outcomes to his or her environment--community, peer group, or family. See example below:

The lower case a) student outcomes can be evaluated only by the teacher because those outcomes involved the teacher's selected content. The lower case b) student outcomes can be demonstrated only by the student, because he or she selected the "content" for application. So, as you can see, we have at least a three-tiered evaluation system. One level includes the national or state items. The second level is the teacher items. The third level includes the student application to his or her environment.

- a. Link the above statement to teacher's content, e.g., identify five groups people formed during the American Revolutionary period (1770 to 1783) and give at least two reasons why each group was formed. Select one group and explain how it was formed.

- b. Link the above statement to the student's environment, e.g., identify five groups that human beings form in your community and give at least two reasons why each group was formed. Select one group and explain how it was formed.

Now let's look at a skills lesson or process for teaching skills.

Using Thinking and Processing Skills

A fundamental goal of social studies education is to promote students' understanding and use of a holistic, comprehensive set of problem solving skills. Problem solving is the broadest category of skills and includes critical and creative thinking, decision making as well as locating, organizing, evaluating, and reporting information. The nature of social studies content generally results in students' forming opinions about past and current controversies and public policies. Unfortunately, these opinions are not the result of rational processes. Social studies education is allocated a place in the K-12 curriculum to teach students to develop informed opinions by using a set of skills essential for learning.

The role of the teacher is to provide data and appropriate processes for the students to convert the data into information. This information, when organized, analyzed, and synthesized, forms students' knowledge on which they can act.

<u>Data</u>	<u>Information</u>	<u>Knowledge</u>	<u>Action</u>
Teacher's Role	Student's Role		

Activities and techniques employed by teachers in the classroom may suit a variety of purposes. The same activity used in different ways may lead to a number of objectives. The purposes best served by these activities depend in part upon the personal characteristics of the teacher, the composition and the maturity of the class, previous experiences of the group, the context in which the activity is employed and a number of other variables beyond the scope of the present discussion. Social studies processes may be developed in a variety of classroom situations where the logical design of the lesson is deductive, inductive, or a combination of the two. If our aim as educators is to give students a firm grasp of history and the social sciences, together with the skills and attitudes necessary for autonomous thinking and responsible action, then our "classroom," whatever else it is in nature, must manifest intellectual honesty. Critical to the development of social studies processes is an intellectual climate in which both the teacher and the student feel a sense of responsibility and commitment (involvement) to the process of systematically searching, weighing, and evaluating.

Skills and Processes In Social Studies*

Because concepts, generalizations, and theories are derived by people and because people both design the observational system and select and group pertinent observations from the system, it is evident that if one is to understand and use concepts, generalizations and theories, he or she must understand the processes employed in generating and testing this knowledge. Also, knowledge of these processes will aid in the development of a more efficient and effective teaching-learning situation.

*Taken from A Guide to Curriculum Planning for Social Studies, by H. Michael Hartoonian, Madison, WI: Wisconsin Department of Public Instruction, 1986.

As one considers any one of the following processes, it becomes clear that there are many related skills, e.g., map reading and data gathering, which are subsumed under these processes. As a matter of fact, all the skills listed in this guide can be seen as helping in the development of social studies processes necessary for critical thinking. When these skills are seen and used as a functioning whole, one becomes involved with social studies processes.

In subject fields such as mathematics, natural science, and social studies, there is reason to suggest that common cognitive processes are, or can be, used even though the ideas mathematicians, natural scientists, and social scientists consider, along with their methods of collecting, storing, and retrieving data, are different.

Eleven major skills or processes have been identified here which include the great majority of student activities appropriate for school experiences. The terms associated with these processes are:

Observing	Measuring
Communicating	Interpreting Data
Classifying	Formulating Operational Definitions
Inferring	Formulating Questions and
Predicting	Hypotheses
Formulating Models	Testing Hypotheses

Observing: Observations can be made in a variety of ways using all of the senses. Where direct sense experience is not adequate for making needed observations, indirect methods are used. Objects and events may be observed with respect to many qualities and quantities. When observations are made in order to accumulate data from which inferences will be drawn, the precision of the observations is critical. Observations are influenced by the experience of the observer.

Social observation can take many forms--from viewing a national political convention on television to watching two children behaving on the playground. Observation can be very directive, as when looking for specific events (factual or procedural); or it can be very non-directive, as when viewing an event and giving an opinion.

Communicating: In order to communicate observations, accurate records must be kept which can be submitted for checking and rechecking for others. Accumulated records and their analysis may be represented in many ways. Graphical representations are often used since they are clear, concise, and meaningful. However, in the social studies, communication must encompass everything from the spoken and written word to physical gestures.

Classifying: Classifying is the grouping or ordering of phenomena according to an established scheme. Objects and events may be classified on the basis of observations. Classificational schemes are based on observable similarities and differences in properties which are arbitrarily selected. Classificational keys are used to place items within a scheme as well as to retrieve information from a scheme.

Social classification is manifest in discussing the division of work in the house, or the makeup of a national political party. Classification is useful in that it helps limit or control the data being investigated.

Inferring: Inference is drawing tentative conclusions about what is not directly or immediately observable. While it may be based on observations, inference required evaluation and judgment. Inference based on one set of observations may suggest further observations which, in turn, requires modification of original inferences. Inference leads to prediction. In the social studies, inferring can take place whenever data is reviewed and an evaluation or judgment is requested. Inferring is necessary in any field of study because of the incompleteness of data.

Predicting: Predicting is the formulation of a possible consequence based on experience. The reliability of prediction depends upon the accuracy of past observations and upon the nature of the event being predicted. Predictions are based upon inference. Social predicting is becoming more systematic. Predicting may enable humans to estimate the consequence of their behavior better and to make more rational decisions.

Measuring: Measuring properties of objects and events can be accomplished either by direct comparison, or by indirect comparison with arbitrary units. However, for purposes of communication, measurement may be standardized. Measuring in the social studies may take many forms, such as the number of persons in the United States or the gross national product.

Interpreting Data: Interpreting data requires the application of other basic process skills, in particular, the processes of inferring, predicting, classifying, and communicating. Through this complex process, the usefulness of data in answering the question being investigated is determined. Interpretations are always subject to revision in the light of new or more refined data. Social problem solving is dependent upon the investigator's ability to interpret data. Through interpreting data we move to decision making, e.g., voting for candidate X or Y; buying more life insurance.

Formulating Operational Definitions: Operational definitions are made in order to simplify communication concerning the event, person, or group being studied. An operational definition should contain the minimum amount of information needed to differentiate that which is being defined from other similar phenomena. Operational definitions are based upon the operations to be carried out and the phenomena under investigation and thus are related to that specific investigation.

Formulating Questions and Hypotheses: Questions are formed on the basis of observations made and usually precede an attempt to evaluate a situation or event. Questions, when precisely stated, are problems to be solved through application of the other inquiry skills of the social studies. The attempt to answer one question may generate other questions. The formation of hypotheses depends directly upon questions, inference, and prediction. It consists of devising a statement that can be tested by a proof process. When more than one hypothesis is suggested by a set of observations, each must be tested separately. A workable hypothesis is stated in such a way that testing can establish its credibility. The inquirer's framework of concepts and generalizations influences the kind and quality of the questions and hypotheses he or she develops. In the social studies, if the generalization, "If labor is divided, then work is done more efficiently," is testable, it can be called or labeled a hypothesis.

Testing Hypotheses: Testing hypotheses is the process of designing and using data gathering procedures, and determining whether the data supports the hypothesis. In a less formal sense, the proof process may be conducted simply by making observations. However, even here a plan to relate premises to data is inherent in the process. Among the ways that hypotheses are tested in the social studies are: 1) determining whether the hypothesis agrees with data gathered about people, events, or situations in other times and places; 2) determining whether the hypothesis is consistent with additional data gathered about the event or situation under study; and 3) determining whether the hypothesis agrees with accepted generalizations.

Formulating Models: Models, whether physical or mental, are devised on the basis of acceptable hypotheses, or upon hypotheses that have yet to be tested. Models are used to describe and explain the interrelationship of ideas. In many cases, the model implies new hypotheses. If testing these hypotheses gives new information, the model must be altered. Examples of model formation in the social studies are: a map, a drawing of an economy's spending system, and a diagram of the political structure of a country.

Lesson for Thinking and Processing Skills

Objective: To apply a problem-solving model to data on U.S. energy production and consumption.

Materials: Thinking and Processing Skills
Figure 2, U.S. Energy Production and Consumption.

Procedures: Hand out the two above materials and ask "students" working in pairs or trios to write out all facts that can be supported by Figure 2 data. Also have them write out any inferences that can be made based on data in Figure 2.

After ten or so minutes ask them to focus on II. A. 1. and 2 and B in the Thinking and Processing Skills model. Ask them to begin writing out what the problem is. Generally, even adults need to review the data to ensure they are reading the data, e.g., in what year did U.S. production begin to drop?

Hopefully, they are developing statements that may look something like this:

Between 1950 and into the 1970s production and consumption of U.S. energy increased with consumption greater than production, causing a shortage resulting in importing which can result in price increases and shortages or both. To change this, the U.S. needs to decrease consumption and/or increase production.

You will notice dates for 1979-82. These were added after the lesson was first used. One can see changes, but the basic problem continues to exist. Looking at the Thinking and Processing Skills handout on the next page, find C. 1. which asks to look at sources of data used in Figure 2. Use these questions in the center column to illustrate a few of the learner outcomes and to experience how they relate to one another in both the problem identification and understanding before they apply C-H on their own, hypothesizing about possible solutions to its problems.

Now that we have the problem identified, we can move to B of the Thinking and Processing Skills which says...formulating hypotheses...capable of being tested. Here is where the "students" in a real class would brainstorm ways of reducing consumption and increasing production. Each would "research" one or more of the brainstormed ideas, using C-H in the Skills for Essential Learning on the next page.

Be sure to do E. 5., and 6., and continue to do as many activities as needed. Be sure to go through H. 1., 2., and 4.

Many educators, after doing this activity, say they do not help students enough with problem solving, especially around important global issues. They recommend at least one per marking period. Each student is expected to demonstrate ability to use this or a similar model of problem solving.

SKILLS ESSENTIAL FOR LEARNING

Thinking and Processing Skills

The following is a list of skills, in non-bold type, which correspond to the attached activity, and are essential for learning. These thinking and processing skills are applied to Figure 2 on page 63. The questions in bold type are examples.

- II. The student develops the competencies to acquire, organize, evaluate, and report information for purposes of solving problems and clarifying issues.
 - A. Identifies the central problem in a situation; identifies the major issue in a dispute.
 - A. **Skim Figure 2 and identify some of the major "problems" and issues of energy, e.g., What's happening to energy consumption, production?***
 - 1. Clarifies vague and ambiguous terminology.
 - 1. **Clarify terms - consumption, production. Exajoules is a unit of energy - 10 to the 18th power or 10 with 18 zeros after it.***
 - 2. Distinguishes among definitional, value, and factual issues in a dispute.
 - B. Applies divergent thinking in formulating hypotheses and generalizations capable of being tested.
 - B. **Write statements that describe the problems/issues - hypothesizing.***
 - C. Identifies and locates sources of information and evaluates the reliability and relevance of these sources.
 - 1. Identifies and locates sources of information appropriate to the task, e.g., authorities or resource people, books on subject, reference works, maps, magazines, newspapers, fiction, radio, television, interviews, surveys, experiments, statistical data, case studies, systematic observations, personal experiences, artistic representations, fiction.
 - 1. **Look for sources of data in Figure 2 and identify sources of information. Are they appropriate?***
 - 2. Distinguishes between relevant and irrelevant sources.
 - 2-3. **What kind of sources might be less appropriate? Mobil Oil, Shell Oil, etc. Why?***
 - 3. Distinguishes between reliable and unreliable sources.

*Sample Activities

D. Demonstrates ability to use reliable sources of information.

1. Uses more than one source to obtain information.
1. What two sources were used? Are they appropriate? Always? Where does the government get its production data?*
2. Develops questions appropriate for obtaining information from sources.
2. Does Figure 2 give world information? What happens in the future if trends continue?*
3. Records observations and information obtained from sources.
4. Identifies points of agreement and disagreement among the sources.
5. Evaluates the quality of the available information.
5. List criteria for judging of information and sources.*

E. Organizes, analyzes, interprets, and synthesizes information obtained from various sources.

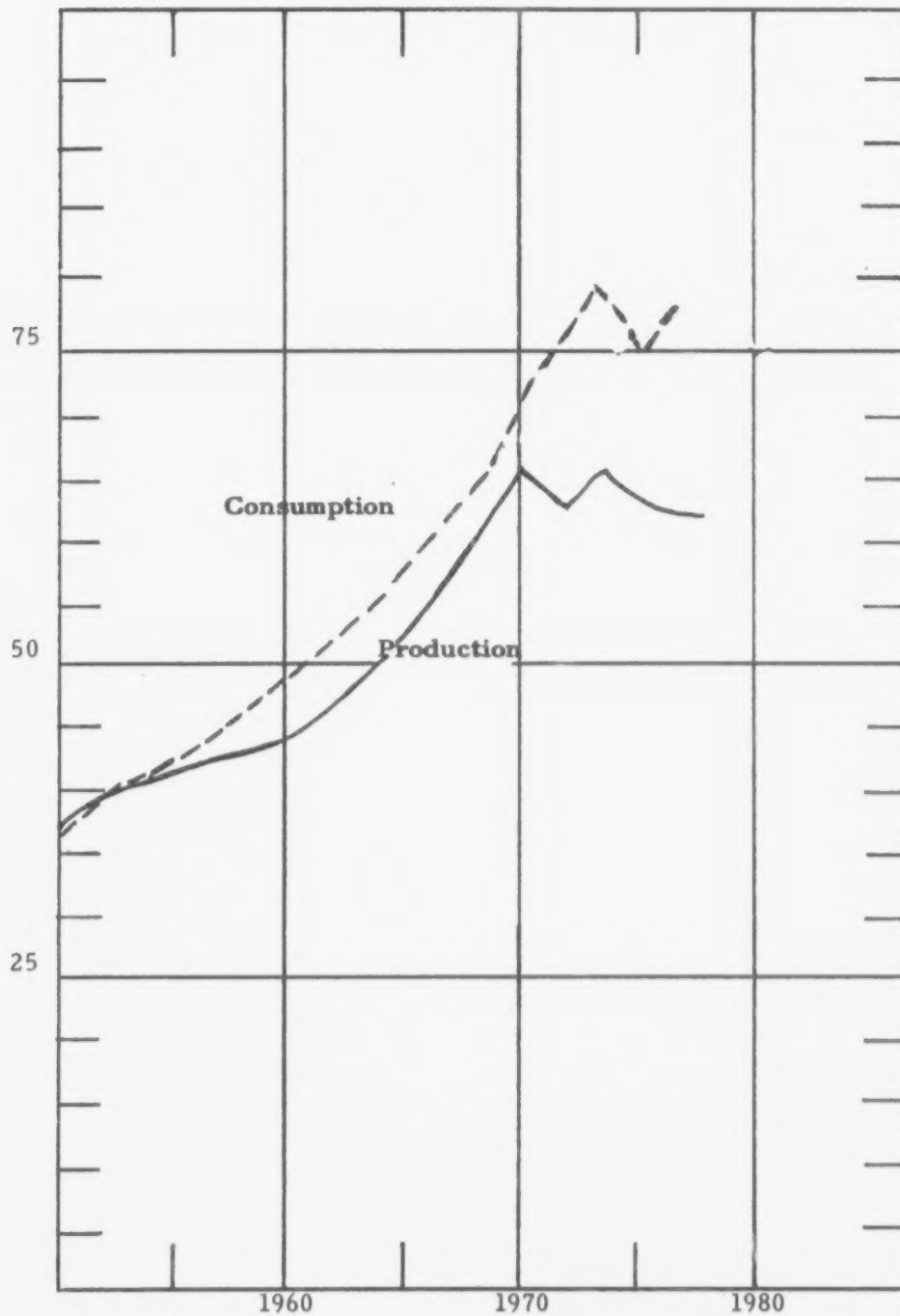
1. Identifies central elements in information.
1. What are the central elements in Figure 2?*
2. Classifies information.
2. What was the last year the U.S. produced what we consumed?*
3. Distinguishes statements of fact from statements of opinion.
3. If consumption continues to increase, what needs to happen to production? Fact is increases in consumption and production but production is short of consumption.*
4. Distinguishes statements of inference from statements of fact.
4. What inference can one make about how the shortage can be made up? Imports?*
5. Identifies stated opinions, biases, and value judgments.
5. Brainstorm those material goods you would like to have at age 30. Circle items that do not use energy.*
6. Differentiates between points of view.
6. Extend Figure 2 to the year 2000. Extrapolate or extend the consumption and production trends to the year 2000. How would an OPEC member view Figure 2 and this extrapolation?*

7. Recognizes logical errors.
- 7-8. What must one remember about extrapolation?***
 8. Recognizes inadequacies or omissions in information.
 9. Makes inferences from data.
 - 9. If these trends were to continue, how might the trends affect students' lifestyles?***
 10. Identifies cause and effect relationships.
 - 10. If trends continue (cause) what effect will this have on imports?***
 11. Recognizes interrelationships among concepts.
 12. Identifies nature of sample.
 13. Identifies stated and unstated assumptions.
 - 13. What are some assumptions we can make about prices?***
 14. Summarizes information.
- F. Uses summarized information to test hypotheses, draw conclusions, offer solutions to problems, clarify issues, or make predictions.
- F. What are some solutions for reducing consumption, increasing production, others?***
- G. Validates outcome of investigation.
 1. Tests solutions to problem or issue when possible.
 - 1. Identify ways of reducing consumption. Identify ways of increasing production.***
 2. Modifies solutions in light of new factors or considerations.
 - 2-3. Identify problems with reducing consumption ways. Identify problems with increasing production ways.***
 3. Analyzes trends and modifies predictions when necessary.
- H. Appraises judgments and values that are involved in the choice of a course of action.
- H. Looking at the ways listed above, would what people value have to change?***
 1. Identifies and weighs conflicting values which serve as contradicting criteria for judging courses of action.
 - 1. Will people change? Should they?***

*Sample Activities

2. Develops a set of criteria for judging proposed courses of action in terms of actual and projected consequences.
2. What ways would you be willing to change?*
3. Applies the established criteria to actual and projected consequences of a proposed course of action.
4. Selects and defends a position or course of action consistent with the established criteria.
4. What advise would you give for reducing the energy problem?*

FIGURE 2 - ENERGY PRODUCTION AND CONSUMPTION



*Data is taken from Energy in Focus: Basic Data, published by the Federal Energy Administration, Washington, D.C., 1977, and monthly Energy Review, published by the Department of Energy, Washington, D.C., 1981.

APPENDICES

APPENDIX A SUGGESTIONS FOR A STRATEGIC PLANNING COMMITTEE FOR K-12 SOCIAL STUDIES

TASKS	TIME LINES RESOURCES AND ASSIGNMENTS
I. ORIENTATION AND PLANNING	
A. Meet with appropriate districtwide leadership to become oriented to social studies improvement project.	
B. Convene program subcommittee to develop an improvement proposal for K-12 social studies education.	
C. Submit improvement proposal to leadership and set dates for obtaining approval.	
D. Obtain leadership approval of self-study proposal and time line.	
II. ESTABLISH PROGRAM INTENT	
A. Convene subcommittee to write or revise program mission statement . What ought social studies to be and what ought the rationale be for K-12 social studies. Indicate such things as economics, global perspectives, sexism, etc. and where taught.	
B. Distribute program mission statement to all program staff members for their reactions, with cover memo giving deadline for return.	
C. Revise mission statement based upon staff reaction.	
D. Set up dates, times, and places for program staff to meet in groups to complete necessary tasks.	
E. Convene social studies subcommittee as often as necessary to identify learner outcomes , and to assign to appropriate grades for the introduction, reinforcement, and emphasis. The mastery level might be appropriate for skills.	
F. Distribute revised, articulated listing of learner outcomes to all program staff for reaction, with cover memo setting deadline for appropriate return. Should this be done during inservice time when all are together?	
G. Make revisions of learner outcomes based on staff reaction and finalize the program intent documents.	
III. GATHER EVIDENCE ABOUT THE PROGRAM	
A. Distribute mission statement, including learner outcomes to all program staff, with cover memo giving instructions for reaction and deadline for its return.	

TASKS

TIME LINES RESOURCES AND ASSIGNMENTS

- B. Meet with leadership to develop an evaluation plan including setting up procedures for administering student assessment instruments and having results processed.
- C. Have student assessment instruments administered and **set expectations** for student performance.
- D. Submit student assessment responses for data processing and analysis, citing strengths and weaknesses, and develop a plan for improvement of weak performances.
- E. Compile complete evidence base, including all tests with relevant items, using completed district data and other appropriate information, and report results.

IV. ANALYZE PROGRAM EFFECTIVENESS

- A. Complete the program evaluation and determine plans for each recommendation.
- B. Distribute findings and recommendations to all program staff to obtain feedback.
- C. Convene subcommittee to make final revisions in self-study.
- D. Meet with appropriate leadership to present self-study evidence and analysis. Obtain approval.
- E. Distribute approved self-study to administration.

V. UNDERGO TEAM AUDIT

- A. Submit to leadership: 1) suggested dates for team visit; 2) suggested number of team members; 3) suggested types of reviewers.
- B. Receive from leadership confirmation of the above.
- C. During visit, be interviewed by reviewers and attend the exit conference to discuss auditors' findings.

VI. IMPLEMENT FINDINGS

- A. Receive team report from leadership. Convene subcommittee, respond to each recommendation, and to prioritize appropriate recommendations of team and indicate their disposition according to district's implementation plan.
- B. Submit subcommittee's implementation recommendations to leadership for processing through administration and board.
- C. Modify, if necessary, the program mission statement and/or learner expectations based upon team findings.

TASKS

TIME LINES RESOURCES AND ASSIGNMENTS

- D. Distribute finalized program mission statement and listing of learner expectations of all staff for ratification. At the same time, distribute team report and implementation document to all program staff.

VII. ADOPT NEW MATERIALS

- A. Meet with leadership to develop time line and budget for materials selection, adoption, and implementation.
- B. Conduct text adoption according to board policy.
- C. Develop a content scope and sequence for each pre K-12 grade by major unit or topic. These descriptions should be attractive to students and perceived as essential by decision makers.

VIII. IDENTIFY/DEVELOP EVALUATION INSTRUMENTS TO COMPLEMENT PRESENT TESTS

- A. Meet with administration to develop budget, timeline, and to procure testing consultant to identify appropriate instruments for its five-to seven-year cycle.
- B. Analyze tests available through purchase and development tests based upon staff ratified learner expectations. Mod test may need to be given only once per cycle.
- C. Pilot test and analyze for studies strengths and weaknesses (see III).
- D. Prepare to recycle by submitting to steering committee names of staff to replace current subcommittee members.

APPENDIX B

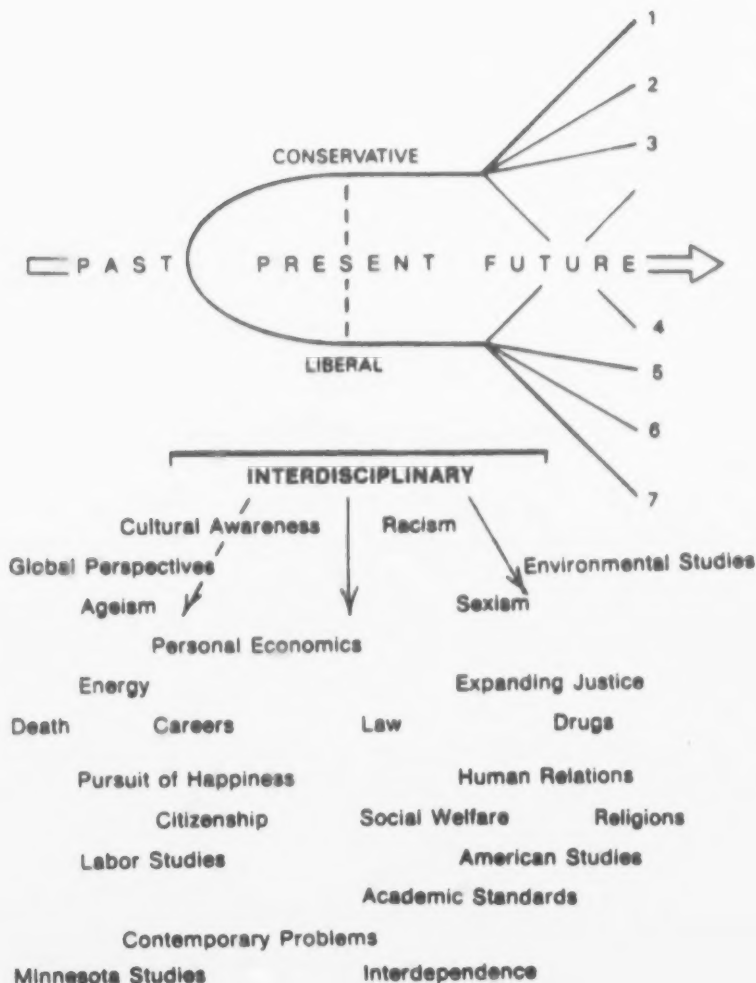
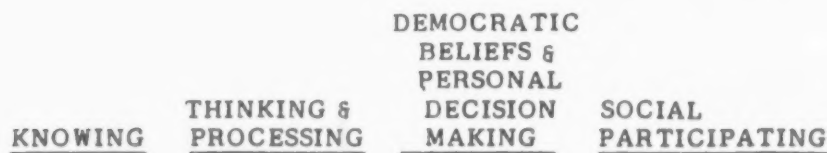
SOCIAL STUDIES EDUCATION: What Is It?

A Word Picture

The Minnesota State Board of Education adopted on April 16, 1973, Edu 291(d) Social Studies in secondary schools which describes:

"The social studies include the following areas of the social sciences: anthropology, economics, geography, history, political science, psychology, and sociology, as well as interdisciplinary studies involving the social sciences."

<u>Anthropology</u>	<u>Economics</u>	<u>Geography</u>	<u>History</u>	<u>Political Science</u>	<u>Psychology</u>	<u>Sociology</u>
Culture Evolution Institutions Invention Language	Factors of Production Market Economy Money Scarcity Specialization	Areal Association Diffusion Spatial District Spatial Interact.	Cause & Effect Change Continuity Historography Values	Ideology Leadership Decision Making Institution Citizenship	Learning Personality Perception Needs Values	Change Norms Groups Institutions Culture



MINNESOTA IN THE WORLD AND THE WORLD IN MINNESOTA PROJECT

Minnesota in the World and the World in Minnesota is the title of the emerging movement to help all Minnesota citizens develop an international or global perspective. This perspective includes local and regional minorities and protected classes. Global-international education has been identified by Governor Rudy Perpich and Minnesota Commissioner of Education Ruth Randall as one of Minnesota's educational priorities.

Governor Rudy Perpich addressed international educators in his Inaugural Address delivered at Hibbing High School on January 3, 1983. He stated, "It is easy to say 'we cannot afford it,' but it is also easy to wonder how Minnesota is going to produce executives and workers for what I believe is a world marketplace. How do we sell to the Germans, the Japanese, the Russians, unless we speak their language?" In the Governor's June 27, 1985, address regarding Minnesota's education, Governor Perpich said, "Just as students must have opportunities within their districts and within this state, we must offer them a chance to explore the world. Our economic survival depends on our knowing as much about our foreign neighbors as they know about us. We envision foreign languages beginning in the elementary grades, student and teacher exchange programs, and study abroad programs that concentrate on language, culture, government, and trade."

T.H. Bell, former United States Secretary of Education, proclaimed, "If we are to make good decisions about our increasing international linkages and interactions, we must have a citizenry that is second to none in their knowledge and understanding of the global condition. We have talked rhetorically for far too long about how our world has become a global village. It is time for us to prepare Americans of all ages to understand and live successfully in this increasingly complex world community."

There is a need to educate students for lifelong growth in understanding, through study and participation of the world community and the interdependence of its people and systems - social, cultural, racial, economic, linguistic, technological, and ecological. A global perspective necessitates a carefully designed elementary and secondary program that helps students develop the knowledge, skills, and attitudes needed to contribute effectively in an interdependent world characterized by diversity and limited and unequally distributed natural resources. An international or global perspective means viewing the world and its people with understanding and concern. Understanding required knowledge of, and respect for, differences and similarities of the world's people, the process of development, and how goods, services, and ideas are exchanged. Concern necessitates assuming responsibility for the needs of all people and commitment to finding just and peaceful resolution to global issues. The desired outcome of global education in Minnesota is to enable citizens in our democracy to participate more actively at local, state, national, and international levels.

The Minnesota in the World and the World in Minnesota Project will lead to implementation and application of this global perspective in striving for just and peaceful solutions to world problems. Education for this global perspective includes those forms of education or learning, formal and informal, which enhance the individual's ability to understand his/her condition in the community, state, nation, and world. It includes the study of nations, cultures, and civilizations with a focus on understanding how these are interconnected and how they change, and on the individual's responsibility in this change process. It must provide the individual with a realistic perspective on world issues, problems, and perspectives between the individual's enlightened self-interest and the concerns of people elsewhere in the world.

Handouts

1. Rules of Brainstorming

- a. Saying anything that comes to mind is okay.
- b. Discussing other people's statements is not okay.
- c. Evaluating or criticizing other people's statements is not okay.
- d. Repeating someone else's idea is okay.
- e. "Piggybacking" on someone else's idea is okay--that is, it is permissible to add to or slightly change someone else's suggestion.
- f. Silence is okay.
- g. Even if you think you have finished, keep on going for awhile.

2. Brainstorm Task 1: Problems of Humankind

Identify, by brainstorming, the most important problems facing humankind in today's global society, e.g., racism, war, poverty, inflation, energy, the environment.

- a. Draw a line through any items that should not be in this district's social studies program.
- b. Circle all items that should be emphasized.
- c. Put a box around all items that should not be emphasized as much.

3. Brainstorm Task 2: Social Science Concepts

Identify, by brainstorming, the "big" ideas or social science/social studies concepts that may be used as the basis of a social studies program. (A concept is an abstract or general idea about specific instances that have common properties or an identifiable relationship to one another. A useful concept is broad enough to transcend mere description but narrow enough to be meaningful. Some examples of useful concepts are family, interdependence, culture change, scarcity, socialization, power, and prejudice.)

Follow the rules of brainstorming. When your list is complete, proceed with the following steps.

- a. Draw a line through any items that should not be in this district's social studies program.
- b. Circle all items that should be emphasized.
- c. Put a box around all items that should not be emphasized as much.

4. Brainstorm Task 3: Behaviors Of An Effective Citizen

Identify, by brainstorming, what an effective citizen should know, be able to do, and what democratic beliefs ought one be committed to prior to graduation from high school.

Follow the rules of brainstorming. When your list is complete, proceed with the following steps:

- a. Draw a line through any items that should not be in this district's social studies program.
- b. Circle all items that should be emphasized.
- c. Put a box around all items that should not be emphasized as much.

5. Brainstorm Task 4: Good Self-Concept

Identify, by brainstorming, the descriptors or characteristics of people who have good self-concepts: e.g., secure, good listeners, supportive.

Follow the rules of brainstorming on the previous page. When your list is complete, proceed with the following steps:

- a. Draw a line through any items that should not be in the district's social studies program.
- b. Circle all items that should be emphasized.
- c. Put a box around all items that should not be emphasized as much.

6. Criteria For Selecting Objectives or Learner Outcomes

- a. The focus of the objective should be on student learning.
- b. A measurable behavior should be identified.
- c. The objective should be directly related to a broad goal.
- d. The objective should fit within the scope defined for a social studies program.
- e. The objective should be consistent with the program rationale.
- f. The objective should be useful to teachers in developing specific instructional objectives.
- g. The objective should allow flexibility for instructional procedures and materials.
- h. The objective should be appropriate for students at the grade level where it will be introduced.
- i. The objective should be relevant to the needs of students at this level.
- j. The objective should be identifiable as cognitive (knowledge and skill) and affective.

APPENDIX C

TEACHING ABOUT CONTROVERSIAL ISSUES

SAMPLE POLICY STATEMENTS

Controversial Issues

Learning to deal with controversial issues is one of the basic competencies all students should acquire. Controversial issues are those problems, subjects, or questions about which there are significant differences of opinion based for the most part on the differences in the values people bring to the appraisal of the facts of the issue. (The current State Board policy on controversial issues is on page 77.)

Controversy is inherent in the democratic way of life. The study and discussion of controversial issues is essential to the education for citizenship in a free society. Students can become informed individuals only through the process of examining evidence, data and differing viewpoints, by exercising freedom of thought and moral choice, and by making responsible decisions. The perpetuation of the fundamental principles of our society requires the guarantee that there be opportunity for students to read, to gather information, to speak and to hear alternative viewpoints, and to reach honest judgments according to their individual ability.

In order for students to learn and practice these competencies, teachers must feel obligated and be free and supported by superordinates to help students to identify and evaluate relevant information, to learn the techniques of critical analysis, and to make independent judgments. They must reinforce the students' right and responsibility to present and support their conclusions before persons who have opposing points of view. Teachers should also endeavor to develop and model flexibility of viewpoint in students so that they are able to recognize the need for continuous and objective re-examination of issues in the light of changing conditions in society and as new and significant evidence becomes available to support change in point of view. Further, teachers must direct the attention of learners, at the appropriate levels of maturity, to significant issues and have a professional responsibility to promote a lively exchange of ideas about them. Although teachers have the right to express their own viewpoints and opinions, they do not have the right to indoctrinate students with their personal views.

It is recommended that all Boards of Education develop and disseminate a written policy which supports the concept of teaching about controversial issues.

Academic Freedom and Public Education

Academic freedom is the freedom to teach and to learn. In defending the freedom to teach and to learn, we affirm the democratic process itself. American public education is the source of much that is essential to our democratic heritage. No other single institution has so significantly sustained our national diversity, nor helped voice our shared hopes for an open and tolerant society. Academic freedom is among the strengths of American public education. Attempts to deny the freedom to teach and to learn are, therefore, incompatible with the goals of excellence and equity in the life of our public schools.

With the freedom comes responsibility. With rights come obligations. Accordingly, academic freedom in our public schools is subject to certain limitations. Therefore, the STATE BOARD OF EDUCATION affirms that:

Academic freedom in our public schools is properly defined within the context of law and the constraints of mutual respect among individuals. Public schools represent a public trust. They exist to prepare our children to become partners in a society of self-governing citizens. Therefore, access to ideas and opportunities to consider the broad range of questions and experiences which constitute the proper preparation for a life of responsible citizenship must not be defined by the interest of any single viewpoint. Teachers, school administrators, librarians, and school media specialists must be free to select instructional and research materials appropriate to the maturity level of their students. This freedom is itself subject to the reasonable restrictions mandated by law to school officials and administrators. At the same time, local school officials must demonstrate substantial and legitimate public interest in order to justify censorship or other proposed restrictions upon teaching and learning. Similarly, local boards of education cannot establish criteria for the selection of library books based solely on the personal, social or political beliefs of school board members. Students must be free to voice their opinions in the context of a free inquiry based on truth and respect for their fellow students and school personnel. Student expression which threatens to interfere substantially with the school's function may not be warranted by academic freedom. Part of responsible citizenship is coming to accept the consequences of the freedoms to which one is entitled by law and tradition. Similarly, parents have the right to affect their own children's education, but this right must be balanced against the right other parents' children have to a suitable range of educational experiences. Throughout, the tenets of academic freedom seek to encourage a spirit of reasoned community participation in the life and practices of our public schools.

Since teaching and learning are among the missions of our public schools, the STATE BOARD OF EDUCATION affirms the distinction between teaching and indoctrination. Schools should teach students how to think, not what to think. To study an idea is not necessarily to endorse an idea. Public school classrooms are forums for inquiry, not arenas for the promulgation of particular viewpoints. While communities have the right to exercise supervision over their own public school practices and programs, their participation in the educational life of their schools should respect the constitutional and intellectual rights guaranteed school personnel and students by American law and tradition.

Accordingly, the STATE BOARD OF EDUCATION, in order to encourage improved educational practices, recommends that local school boards adopt policies and procedures to receive, review, and take action upon requests that question public school practices and programs. Community members should be encouraged, and made aware of their rights to voice their opinions about school practices and programs in an appropriate administrative forum. The STATE BOARD OF EDUCATION further recommends that local school boards take steps to encourage informed community participation in the shared work of sustaining and improving our public schools.

Finally, the STATE BOARD OF EDUCATION affirms that community members and school personnel should acknowledge together that the purpose of public education is the pursuit of knowledge and the preparation of our children for responsible citizenship in an interdependent world that respects differences and shares freedom.

Adopted by _____

APPENDIX D

GUIDELINES FOR TEACHING CONTROVERSIAL ISSUES

Controversial Issues

The study and discussion of controversial issues is a fundamental right of every student in a democratic society. The required skills for critical thinking are perhaps the most important skills to be learned by today's youth.

The National Council for the Social Studies (NCSS) over the years has taken numerous stands on this subject. In the early fifties NCSS issued the statement *Freedom to Learn and Freedom to Teach* (see Appendix F) which says:

Democracy is a way of life that prizes alternatives. Alternatives mean that people must make choices. Wisdom with which to make choices can come only if there are freedoms of speech of press, of assembly, and of teaching. They protect the people in their right to hear, to read, to discuss, and to reach judgments according to individual conscience. Without the possession and the exercise of these rights, self-government is impossible.

The statement then elaborates on the rights and freedoms which students must have in order to learn and the corresponding rights and freedoms which teachers must have in order to help their students in the learning process.

The 45th yearbook of the NCSS in 1975 was titled, "Controversial Issues in the Social Studies: A Contemporary Perspective." The following material is adapted from this yearbook.

Seven criteria in the selection of controversial issues for social studies classes should be considered.

- Is this issue beyond the maturity and experience level of the students?
- Is this issue of interest to the students?
- Is this issue socially significant and timely for this course and grade level?
- Is this issue one which the teacher can handle successfully from a personal standpoint?
- Is this issue one for which adequate study materials can be obtained?
- Is this issue one for which there is adequate time to justify its presentation?
- Is this issue one which will clash with community customs and attitudes?

After considering the appropriateness of a controversial issue for their classes, teachers must be willing to think and act on these questions:

- Can the teachers engage in a self-reflective process?
- Are the teachers willing to have their own values open to testing?
- Are teachers willing to allow students to have input into the selection of classroom content?
- Are teachers willing to spend the time necessary to prepare and plan carefully?
- Are teachers willing to go beyond their own classroom to open doors to other segments of the community?
- Are teachers willing to learn new techniques of classroom procedures and not see their role as one of giving the right answers?
- Have teachers established an emotional climate in the classroom where students and teachers can openly discuss serious societal conflicts?

APPENDIX E

WHAT SOCIAL STUDIES TEACHERS CAN DO TO MEET CHALLENGES RELATING TO CONTROVERSIAL ISSUES

(from a variety of sources)

Institutional Safeguards

The Professional Teacher's Responsibilities

One of the major causes for questioning the appropriateness of a teacher's action or the content of materials frequently refers to the lack of planning. Insufficient time was spent clarifying the relationship of the teacher's learning objectives and selecting appropriate balanced materials to the adopted district curriculum goals and materials.

In addition, too few school districts have appropriate policies and procedures. Many teachers cannot demonstrate relevant professional experiences that provide evidence that their expertise in their field is any greater than most members of the community.

I have attached statements from the National Council for Social Studies publication Standards for Social Studies Teachers. The marked standards seem relevant to the issue of censorship. One social studies scholar has defined censorship as "limitations placed on curriculum choices for the wrong reason."

The School System Responsibility

Each school district needs to develop a process for continued school improvement that involves: administrators, professional staff, and community members in identifying and clarifying the K-12 program goals and objectives, the K-12 instructional plan which will assess the student's performance toward the goals and objectives, and a community reporting plan that identifies the student's strengths and weaknesses and what is to be done about the weaknesses. The above goals and objectives, instructional plan, and the evaluation plan will serve as criteria for selecting appropriate materials as well as providing continuity in the K-12 program.

The above process takes institutional commitment and planning time over a period of years (seven years is popular in Minnesota) for the multiple subject areas generally offered in a quality school system.

Resources and Techniques

Before inquiries emerge, provide inservice time to review suggested standards for professional teachers. Develop for school board-approved appropriate policies and procedures. Plan carefully with other school departments including the librarian/media specialist, and administration. Make sure all decisions follow the policies and procedures.

When a question is raised BE COURTEOUS and assume the questioner is attempting to improve education in your schools. DON'T BE DEFENSIVE. While you are asking clarifying questions and ACTIVELY LISTENING, make sure the appropriate professionals are involved immediately.

Before Problems Arise:

1. Work for district adoption of policies which establish procedures and ensure professional staff selection of instructional materials, including audiovisual aids.
2. Make sure that your school board has adopted a policy statement on the teaching of controversial issues. Model statements usually include a form to be completed by anyone challenging materials or teaching practices.
3. Work for district adoption of policies which support the freedom of teachers and students to invite spokespeople for a variety of views to appear on campus.
4. See to it that your district adopts a procedure for handling complaints regarding teachers or materials in a way which guarantees due process and discourages hasty administrative action which often limits rational consideration of complaints.
5. Work for board adoption of grievance procedures to protect teachers' due process rights. Frequently, an administrator or board will try to dismiss or transfer a teacher for insubordination or infraction of rules when the issue may be one of academic freedom. Grievance machinery will ensure that a teacher can obtain a fair hearing.
6. With your local teacher organization or social studies council, contact a local law school to see if law students or law professors can be found who are interested in academic freedom issues if they should arise.

When Faced With a Problem:

1. Self-Protection Check the policy of your district for handling controversial issues and follow procedures carefully or work to change the policy. Remember, until all administrative channels have been exhausted, you have no case to take to court.
2. Witnesses You have the right to take a witness with you to any meeting you may have with administrators and/or parents.
3. Professional and Legal Advice Should all else fail, legal advice on questions involving academic freedom is available from the American Federation of Teachers, the National Education Association, or the American Civil Liberties Union. Call one of these sources for immediate help.
4. Self-Interest If you are involved in a matter which could cause you to be re-assigned or even fired, do not discuss the case with others until you have had legal counsel.
5. Financial Aid Depending on the nature of the case, financial assistance is available from the same sources. The National Council for the Social Studies is also willing to provide assistance and should be contacted directly.
6. Board of Education If the grievance procedures are followed and do not satisfy you, you are entitled to a hearing by the Board of Education.
7. Do Not Resign In cases where your job is at stake or you are asked to resign, remember that you have due process rights guaranteed by the Bill of Rights. Never resign until you have exhausted all procedural safeguards.

APPENDIX F

RECOMMENDATIONS FOR SELECTION AND RECONSIDERATION OF MATERIALS

Before challenges arise, school districts should:

1. Establish, in writing, a materials selection policy. The policy statement should specify the local criteria and procedures for selecting curricular and library materials. School personnel, including administrators at all levels, should strictly adhere to the established policy and procedures in the selection of all materials.
2. Establish, in writing, a clearly defined method for dealing with complaints. Formal procedures for the review of challenged materials should be an integral part of the selection policy statement. Survey data strongly suggests that review procedures include the following provisions:
 - a. That a "request-for-review" form be used to identify, in writing, the complainant's specific concerns and objections, for evaluation during the review process;
 - b. That a broad-based committee, including parents and other community residents, as well as school personnel, be established to review challenged materials; and
 - c. That no restrictions be placed on the use of challenged materials until the entire review process has been completed.
3. Establish continuing communication with the public served by the schools. School personnel should keep the local community informed, on a regular basis, about educational objectives, curricula, and classroom and library programs, and should be accessible to all concerned local residents to hear their views. It is especially important that the community be informed about the policies and procedures for selecting and reviewing books and other instructional and library materials, since these materials form the basis for the school's educational program.

If a challenge arises, school districts should:

1. Attempt to resolve the challenge informally. When the complaint is first received, appropriate personnel should meet informally with the complainant to hear the specific objections being raised and to explain how and why the challenged material was selected. If, at the end of this informal discussion, the complainant still wishes to challenge the material in question, the request-for-review form should be provided.
2. Take no action to review challenged materials until a written request for review is filed. When the formal request has been filed, established review procedures should be implemented immediately. At this time, the school board or other governing body should be fully informed of the details of the complaint. If there is no standing review committee, the necessary committee should now be established.

3. Strictly adhere to established procedures throughout the review process. All school personnel should be reminded that no restrictions are to be placed on the use of the challenged materials until the entire review process has been completed.
4. Inform the general public. Any review of challenged materials should be conducted openly, and the community the district serves should be kept informed through the media and local organizational channels, such as the parents' association or school newsletters.
5. Seek support. Many local and national groups can offer advice and support. It is best to alert such groups when a complaint is first received. They can often help schools resolve challenges equitably; at the very least, they can provide moral support. Publishers in particular, through the Association of American Publishers may be able to provide assistance in resolving challenges.

Where to Seek Assistance

The following is a list of national organizations that offer information and, in some cases, legal advice or other assistance to those involved in censorship disputes.

American Library Association
Office for Intellectual Freedom
50 East Huron Street
Chicago, IL 60611
(312) 944-6790

Association of American Publishers
One Park Avenue
New York, NY 10016
(212) 689-8920
or
1707 L Street, NW
Washington, DC 20035
(202) 293-2585

National Coalition Against Censorship
132 West 43rd Street
New York, NY 10036
(212) 944-9899

Freedom to Read Foundation
50 East Huron Street
Chicago, IL 60611
(312) 944-6780, ext. 331

American Civil Liberties Union
132 West 43rd Street
New York, NY 10026
(212) 944-9800

American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209
(703) 538-0700

APPENDIX G

THE MINNESOTA DEPARTMENT OF EDUCATION'S POLICY ON THE FREEDOM TO TEACH, TO LEARN, AND TO EXPRESS IDEAS IN THE PUBLIC SCHOOLS

The freedom to teach, to learn, and to express ideas without fear of censorship are fundamental rights held by public school teachers and students as well as all other citizens. These freedoms, expressed and guaranteed in the First Amendment to the U.S. Constitution, must be preserved in the teaching/learning process in a society of diverse beliefs and viewpoints and shared freedoms. Public schools must promote an atmosphere of free inquiry and a view of subject matter reflecting a broad range of ideas so that students are prepared for responsible citizenship. However, criticism of educational resources and teaching methods and the advocacy of additional educational resources are also essential First Amendment rights of students, faculty, parents, and other members of the community.

Public school personnel should:

- 1) Select curriculum, teaching methods, resources, and materials appropriate to the educational objectives and the maturity and skill levels of the students based on their professional competence as educators and according to established school board policies and procedures. However, teachers should not be allowed to indoctrinate students with their own personal views.
- 2) Provide students with access to a broad range of ideas and viewpoints.
- 3) Encourage students to become decision makers, to exercise freedom of thought, and to make independent judgments through the examination and evaluation of relevant information, evidence, facts, and differing viewpoints.
- 4) Support students' rights to present their ideas even if some people might find the ideas objectionable.
- 5) Discuss issues, including those viewed by some as controversial, since such discussion is essential to students' development of critical thinking and other skills which prepare them for full participation as citizens in a democratic society.

Each school district board of education should adopt a written policy reflecting the principles included in this policy and stating the criteria, the personnel, and the process to be used to select and to reevaluate curriculum and educational resources and make the policy available to members of the school community and the public.

Individuals or groups outside the public schools should not be allowed to:

- 1) Use the public schools to indoctrinate students with particular viewpoints or beliefs.
- 2) Determine which viewpoints will be presented or avoided in public schools.
- 3) Require the disciplining of professional staff for including issues of resources considered controversial in their classes if the reasons for including them are educationally sound.

Adopted by the Minnesota Board of Education
March 12, 1985

APPENDIX H

AFFECTIVE EDUCATION AND THE SOCIAL STUDIES

Affective education is concerned with the human growth and development of feelings, attitudes, opinions, and values. In this social studies publication, as in all academic endeavors, affective education is directly related to cognitive areas. As children learn about other people in their community and the world and learn to cope with institutions, the affective concerns have an important impact upon their decisions as citizens. However, the attitudes and values that they study about in other people must also relate to them. Thus, if learning is to be meaningful, the teacher must try to explore and then move outward to consider similar concerns of other people.

Feelings and Attitudes

Most of the recent educational literature has focused upon values. However, to attempt to develop valuing without concern for feelings and attitudes is to operate on a superficial and unrealistic level. Krathwohl took cognizance of this in his Taxonomy of Educational Objectives when he delineated the areas of "receiving" and "responding." One view of this taxonomy looked like this:

- 5 Behavior Change
- 4 Attitude Change
- 3 Value
- 2 Respond
- 1 Receive

So in a classroom setting we all hope learners are receiving information perceptions and "feeling" about what our lesson objectives specify. We know the learner will respond and we hope when they "value" what they are receiving and responding to, and that it is positive and not negative or a turnoff that leads to a tuneout. If they value what they are receiving, we hope that the message will impact their attitudes and result in a behavior change that is consistent with the lesson objective.

The social sciences have historically concentrated on cognitive processes. Other areas of the curriculum have been more attuned to the key role of feelings as a causal factor in the attainment of intellectual expectations; thus the arts and humanities can offer the social studies many opportunities to explore attitudes and feelings. Many children with little verbal ability can express themselves through pictures, music, dancing, etc. Literature can open doors to the feelings of others while making connections with universals of human emotion, thus developing feelings of empathy and diminishing ethnocentrism. The skills section on "Using Imaginative Literature" recognizes the importance of this aspect of education for the social studies. Role playing and simulation also offer validated mediums for moving from emotion to the expression of attitudes and values.

Valuing

Valuing has to start with an individual. As such, it is a free expression of preference by an individual, but the student's judgment should be a rational one after consideration of clearly defined alternatives. Though valuing is individual, values are often ascribed to various institutions, i.e., we attribute the values of love and mercy to Christianity or the value of justice to the court system.

Historically, a major role of education has been to train children in the values of a particular nation, culture, etc. The Americanization of the vast number of immigrants who came to America is an example of this acculturation process. However, the basic tenet of democracy, as well as a major aspect of learning theory, rests on the individual examination and choice of values. As Bernard Miller emphasizes, "When a new generation in a changing world is unable to have a choice in determining values, the values lose vitality."¹ Not only do values lose their vitality, but indoctrination is limited in its long-range impact and the process is antithetical to the democratic value of respect for the individual.

However, these large areas must be specifically narrowed if exercises are to be developed on valuing. The following list of values is presented for consideration in the development of the social studies curriculum:

Self-awareness

- * Concern for others: respect for the dignity and worth of every individual
- Freedom--rights as expressed in Bill of Rights the Declaration of Human Rights
- * Responsibility

Whether one considers affective education in relationship to authority in development psychology such as Maslow, Erikson, or Kohlberg, or turns to learning theory, the need to consider the developmental nature of children is imperative. Too frequently, affective education is interjected into the instructional process on a hit or miss basis. If there is to be any impact upon the child, affective concerns must be built into the curriculum in a sequential nature. Affective concepts need constant reinforcement and expansion as children mature.

The social studies curriculum is probably one of the key areas in which such a program can be initiated, since by their very nature the social studies are value laden.

It is important that valuing be a major goal in the study of human society. However, the choice of values--and the way in which the schools approach valuing--are based on certain value assumptions about our own cultural heritage and include:

1. Respect for the dignity and worth of the individual;
2. Faith in equality of opportunity for all people;
3. Belief in the use of reason and the ability of humans to improve their condition; and

*Taken from Implications of American Democratic Civil Ethics for School-Research for Better Schools, National Assessment for Educational Progress Objectives on Citizenship as noted by Ralph W. Tyler, Denver: National Commissioner of States, 1977.

4. Importance of citizen rights and responsibilities within a changeable system of laws.

- * Honesty and truthfulness
- * Fairness
- * Equality of opportunity
- * Justice: settling conflicts in a peaceful, just, and orderly fashion
- * Caring
- * Respect for constituted authority
- * Earned rewards
- * Golden rule: Do unto others as you would have them do unto you.

It is obvious that any consideration of these values is complex, for there is a balance between many of the values as they are applied to life experiences. Freedom and equality, rights and responsibility, justice and compassion are just a few dichotomies that suggest the potential excitement as well as the difficulty of valuing in the social studies classroom.

What are the instructional implications of valuing? A teacher must develop an environment of trust, openness, and acceptance of everyone's views. This is one time when there should be no "right" or "wrong." The valuing process tends to improve a child's self-image. A problem sometimes arises when the students wish to know the teacher's value choice. Although there should be no indoctrination, i.e., the forcing of a teacher's view on the students, the teacher should be open and honest in expressing personal value choices and reasons for these choices. Naturally, this must be tempered with reason and a respect for privacy, whether valuing activities concern the students or the teacher.

Many techniques have been suggested, such as role playing, unfinished drama, simulation, analysis of case studies, and projection of one's values into priorities or visual portrayals. Frequently overlooked is the use of models. The use of community resource people and an examination of literature that reveals the human condition often profoundly affect the attitudes of students.

Values can be considered in historical context as they relate to groups and institutions. Finally, consequences of tentative decisions concerning values must be considered by both the individual and society.

*Taken from Implications of American Democratic Civil Ethics for School-Research for Better Schools, National Assessment for Educational Progress Objectives on Citizenship as noted by Ralph W. Tyler, Denver: National Commissioner of States, 1977.

APPENDIX I

ANTHROPOLOGY FOR ELEMENTARY AND SECONDARY STUDENTS

Anthropology is a comparative study of humans, a link between the biological and the social sciences. It is usually divided into two main branches: physical anthropology and cultural anthropology. Through study, an understanding of human evolution based on physical and cultural adaptations to the environment is possible.

Physical anthropology is the study of human's relationship to the evolutionary process. Physical anthropology includes the study of genetic differences among humans and biological adaptations to various physical environments. Through physical anthropology a knowledge of the emergence of humans over the last billion and a half years promotes an understanding of the relationship to other living creatures, and the implications for future change.

Cultural anthropology is the study of the human-made environment. It includes analysis of the inventions, language, beliefs, values, and customs. Cultural anthropologists are concerned with the patterns of behavior that are passed on from generation to generation by a group of people. From these patterns of behavior evolve the culture of the group. The cultural anthropologists examine how actions and inventions change culture and how culture determines the actions of humans. Animals respond to the environment primarily through instinct, while humans' response to the environment is culturally determined.

What Are "Universals of Cultures"?

This section offers an approach to the study of cultures using conceptual tools which we call "universals of culture." For elementary and secondary school classroom purposes, we have defined culture as follows--Culture: Patterns of shared, learned behavior. The total of what a person gets from society as a result of group experiences. Those beliefs, customs, artistic norms, food habits, and crafts which come not from a person's own creative activity, but as a legacy or inheritance from the past, handed down through formal and informal education. Part of culture must be learned by everyone. Part may be selected from alternative patterns. Part applies only to those people who perform the particular roles of the society. These "universals" are functions which culture serves and which are found in some form in every culture on earth. Be sure when studying cultural universals you do not stereotype male and female behavior and be sure not to impose U.S. standards to what you observe. Do not be sexists, racists or ethnocentrists. Also watch for rural-urban and socioeconomic differences. The following categories makeup our list of the universals of culture:

- I. Material Culture
 - A. Food
 - B. Clothing and Adornment of the Body
 - C. Tools and Weapons
 - D. Housing and Shelter
 - E. Transportation
 - F. Personal Possessions
 - G. Household Articles
- II. The Arts, Play, and Recreation
 - A. Forms of the Arts, Play, and Recreation
 - B. Folk Arts and Fine Arts
 - C. Standards of Beauty and Taste

- III. Language and Non-verbal Communication
 - A. Non-verbal Communication
 - B. Language
- IV. Social Organization
 - A. Societies
 - B. Families
 - C. Kinship Systems
- V. Social Control
 - A. Systems and Governmental Institutions
 - B. Rewards and Punishments
- VI. Conflict and Warfare
 - A. Types of Conflict
 - B. Types of Warfare
- VII. Economic Organization
 - A. Systems of Trade and Exchange
 - B. Producing and Manufacturing
 - C. Property
 - D. Division of Labor
 - E. Standard of Living
- VIII. Education
 - A. Informal Education
 - B. Formal Education
- IX. World View
 - A. Belief Systems
 - B. Religion

When students are properly prepared, these universals can work as a frame of reference for viewing, classifying, and comparing cultures. Our experience from elementary and secondary school teachers of social studies has shown us that students are quick to focus on the apparently overwhelming differences among the world's peoples. This can lead to facile labeling of people unlike ourselves as "ugly" or "weird" or "wrong." The universals of culture approach emphasizes similarities, rather than differences. It concentrates on the common themes in human life. It helps the students see that another people's unfamiliar practices may be rooted in needs or wishes very similar to our own. With practice, this approach enables students to view and analyze every culture through the same frame of reference. As a result, cross-cultural comparisons become less biased by ethnocentricity.

Objectives: Toward Greater Understanding

In this approach, the success of the course depends on the teacher's ability to encourage student receptivity and unbiased reactions to ways of living other than their own. At the same time, students should not be stifled or intimidated. The students should be free to express their own points of view about their own ways of living, coping, and surviving.

Five objectives we have used in culture studies programs reflect our basic goals:

1. To develop the understanding that to be different or to do things differently is not to be wrong.
2. To understand that all human cultures possess some basic and common requirements and needs.
3. To be aware that the ways in which their cultures go about fulfilling their needs and requirements is what makes one group appear to be different from another.
4. To recognize that our judgments about peoples of different cultures are usually shaped and influenced by the standards and values of the culture in which we live.
5. To develop respect and appreciation for the manner in which cultures express their ways of life.

An initial difficulty in the study of culture is that we are not in the habit of analyzing cultural patterns, and seldom are even aware of them. It is as though we--or the people of any other society--grow up perceiving the world through glasses with distorting lenses. The things, events, and relationships we assume to be "out there" are in fact filtered through this perceptual screen. The first reaction, inevitably, on encountering people who wear a different kind of glasses is to dismiss their behavior as strange or wrong. To view other peoples' ways of life in terms of our own cultural glasses is called ethnocentrism. Becoming conscious of, and analytical about, our own cultural glasses is a painful business. We do it best by learning about other people's glasses. Although we can never take our glasses off to find out what the world is "really like," or try looking through anyone else's without ours on as well, we can at least learn a good deal about our own prescription.³

¹Miller, Bernard. *The Quest for Values in a Changing World*, City: Publisher, February, (1985) 70.

²Keesing, Roger M., and Felix M. Keesing. *New Perspectives in Cultural Anthropology*. New York: Holt, Rinehart & Winston, (1971) 21.

Cognitive Concepts of Anthropology

Cultural Anthropology

Acculturation
Cultural universals
Cultural change
Diffusion and invention
Ethnic
Language
Life cycles
Mores and customs
Ritual and ceremony
Social organisation
Specialisation of labor

Physical Anthropology

Anatomy
Evolution
Natural and social selection
Race

Archaeology

Artifacts
Civilisation
Geological stratification and dating
Paleolithic
Prehistoric
Site
Tool kits

Generalizations

1. All people have universal cultural traits such as:
 - a. Language
 - b. Technology
 - c. Social organization
 - d. Political organization
 - e. Moral and legal sanctions
 - f. Religion or philosophy
 - g. Creative activities - art, music, dance
 - h. Ways of resolving differences
 - i. Methods of protection
 - j. Leisure activities
 - k. Methods of education or enculturation
2. All elements of culture, whether explicit or implicit, are integrated.
3. A change in one aspect of culture influences the total pattern of culture.
4. Cultural change may occur by diffusion, invention, and innovation.
5. The manner in which a culture adapts to its environment accounts for unique cultural patterns.
6. Acculturation, or the acceptance of ideas from other cultures, is always selective.
7. Cultural lag occurs when the tangible aspects of society change more rapidly than the intangible aspects.
8. Cultural lag may cause problems of integration of culture patterns.
9. Symbolization and tool making are significant factors in the development of human characteristics.
10. Genetic capacities influence culture, which in turn influences adaptability to environment; thus there is a continual interaction between biology, culture, and environment.

11. Biological similarities are far more significant than biological differences.
12. Cultural differences are far more significant than genetic differences.
13. Races are constantly changing; there is no such thing as a pure race.
14. The worth of each culture is judged by how well it meets the needs of its people rather than by the judgment of people from different cultures.
15. Personality development is limited by cultural values.

Example

Placement: World Cultures - High School
Concept: Cultural Change

Competencies

1. Explain three ways cultural change occurs, i.e., through inventions, innovations, and dissemination.
2. Give an example from their own society of each of the above.
3. Provide a reasonable hypothesis concerning possible change in a society due to diffusion.
4. Define cultural lag and provide examples.
5. State problems that might occur due to cultural change and suggest ways of alleviating difficulties.
6. Clarify their own values concerning change in their society.

Suggested Strategies

Teachers may:

1. Discuss cultural changes students are aware of in their own life. List changes and reasons for change.
2. Assign students to discuss with parents or some older person the changes occurring between the youth of their generation and the youth of today. Follow with discussion.
3. Have students read several ethnographs of different cultures undergoing change and categorize change as influenced by invention, innovation, and diffusion.
4. Have students examine problems occurring in the culture as a result of change and discuss possible reasons for problems. Suggest ways problems might be alleviated.
5. Have students list in order of priority those changes in society they feel would be desirable.

APPENDIX J

ECONOMIC EDUCATION FOR ELEMENTARY AND SECONDARY STUDENTS

Introduction

Young people today are encountering various aspects of the economy in their daily lives. Many encounter such institutions as retail stores, banks, and government agencies. They purchase goods and services such as fast food, records, and hair styling. They observe their friends, parents, and others making economic decisions. They are becoming aware of markets, of resource use, of competition among buyers and sellers. Young people pay taxes and receive some of the benefits of government spending.

What information about comparative economic systems do our students need to understand and use economic reasoning? How do institutions in the economy function and how do these institutions facilitate human interaction? What kinds of choices about products and services are available to the early adolescent and how do these choices involve economic reasoning? What kinds of roles will students themselves play in the economic system? How does an economic system, which seems disorganized, function to provide a continuous stream of goods and services? These are just a few of the important questions to be considered in developing a rationale for teaching economics at the middle/junior high school level.

Economics is the study of choices--the choices individuals make for themselves, choices made for them by others, and choices made by individuals for others. Usually, the choices deal with such material concerns as: Why does one work? Who will employ me? How are wages and prices determined? How does one gain food, clothing, and shelter? Why do other people assist us in our search for material well-being? Adolescents' study of economics is not and should not be restricted to material matters, however. Economic reasoning also can provide powerful insights into choices regarding human relationships, such as dating, friendship patterns, drug use or non-use, religious affiliations, and athletic competition. Students can analyze these matters introspectively to understand how they, as human beings, must deal with alternative choices regarding their own expectations and how this process differs in other times and places.

Economic study can also encourage extrospective analysis of the world. Choices are faced by all people, regardless of culture, geographic location, age, or political belief. After learning how choice making influences their own lives, students can apply the principles of choice making in analyzing others' choices.

As the early adolescent becomes aware of the economic world and as that awareness grows and becomes more complex and realistic, earlier affective commitments may weaken and a more cynical and critical perspective may develop. Such a change is to a degree inevitable, as the media and personal experiences often foster negative economic education. Presenting students with positive examples of successes of the U.S. economic system is therefore appropriate. Economic success stories are likely to inspire students to want to be successful themselves. As we concluded in the previous chapter, the middle grades are a time of rapid development of economic understanding and thus a reasonable time to introduce this understanding.

The goals of an elementary school economic education program should be to develop in the learner the knowledge, reasoning abilities, and dispositions necessary for these learners to become successful participants in the economic systems of the United States and the world. These goals are predicated on the belief that only through the economic education of youth will the U.S. economic system continue to be viable and dynamic.

In order to accomplish this mission, students must:

1. Develop a commitment to the basic values of the American economic system.
2. Recognize the basic features of the U.S. economy that distinguish it from other economic systems and how these systems are interdependent.
3. Become aware of the strengths and problem areas in our mixed market economy.
4. Actively construct net meanings about the nature of the economic world and the economic behavior of the people in the world.
5. Apply an economic reasoning framework and thinking skills to fundamental human issues, dilemmas, and moral questions.
6. Develop a healthy skepticism toward such matters as issues stated too simply, issue options defined too narrowly, solutions that imply little or no cost, or those that are devoid of humane considerations, e.g., people's feelings, values, preferences.

If these goals are achieved, young people will make progress toward developing several aspects of good citizenship. These include:

1. Wise behavior in personal economic roles as consumers, savers, employers, and employees.
2. Curiosity about the economic activities in both the private and public sectors.
3. Informed voting behavior about economic issues.
4. Understanding the economic interdependence between regions of the world.
5. Recognition that individuals can increase the power over their own lives by knowledgeable choice making.
6. Demonstrated attitudes and values that contribute to economic and social progress.
7. Caution toward simple answers to complex economic problems.
8. Awareness that well-intended solutions often have unintended consequences.

Economic literacy could be defined as the ability to use economic reasoning accurately. John Mynard Keynes has argued:

The theory of economics does not furnish a body of set conclusions immediately applicable to policy. It is **method** rather than a doctrine, an apparatus of the mind, a **technique of thinking** which helps its possessor to draw correct conclusions (Keynes 1936).

Such a definition of economic literacy can accomplish several things:

1. It limits the amount of substantive content that must be treated.
2. It opens new fields of inquiry for students to reason about--areas of interest to the elementary students.
3. It encourages instruction in logical reasoning techniques and in critical thinking.
4. It defines an active learning role responsibility for the learner.
5. It allows the content to have a broad cross-cultural and global focus.
6. It invites investigation into important human conflict situations at the individual level and at the group (aggregate) level, in both monetary and non-monetary situations.
7. It reinforces the conception that people should respect the uniqueness and individuality of all people.

Assumptions Underlying Economic Reasoning

Economic reasoning is typically a deductive process beginning from a small number of basic assumptions about human beings. These assumptions and deductive reasoning techniques are used to explain human behavior. The method of analysis is thought by many, both in and out of the economics profession, to constitute the unique and most productive contribution the discipline has made to social scientific thought.

A very important qualification is necessary here. Economic reasoning can be used to investigate much of human behavior. It yields important insights into human behavior, but it is not a complete explanation of human behavior. Insights from anthropology, political science, psychology, psychiatry, sociology, and philosophy are also necessary to reach a more complete understanding of human beings. Economic reasoning provides valuable, complementary insights into the study of people. It is certainly not a substitute for other subjects.

An important aspect of rationale building is sharing the assumptions of the builder of the rationale. We propose eight assumptions that constitute an underlying foundation for the study of economics at the elementary school level. This is not an exhaustive list, but rather a series of statements based on the authors' judgment of their relative importance to economic inquiry and relevance to the reasoning process of students.

1. All people choose. The problem of relative scarcity (human wants exceed the limited resources available to satisfy those wants at any point in time) forces all people to make choices regardless of their age, income, etc. Recognizing this choice-making necessity is the first step in explaining much of human behavior. The necessity of choice, and recognizing that necessity, is part of what it means to be human.

2. All choices involve alternatives. A person must give up something important to gain something important. The problem of assessing relative costs and benefits is important to all decisions. Attempting to minimize what is lost (foregone) and maximize what is gained (benefit) is a fundamental characteristic of human behavior. Choices are not made on the basis of cost alone or benefits alone; instead, both factors are considered. This does not imply that people come out even on each choice, i.e., costs = benefits. Instead, human beings try to make the benefits exceed the cost in choice making situations.
3. People choose purposefully. A purposeful choice is a rational consideration of the alternatives. People attempt to make what they consider their "best" choices; they do not attempt to make bad or poor choices.
4. People are different and hold different criteria to assess "best" choices. Two bright, well-informed people may consider the same alternatives and make completely contradictory choices because their criteria are different. In both cases, the individual thinks he or she is making the best choice, although the outcomes are very different. People's choices cannot be explained unless we have some idea of what is important to the individuals.
5. People respond to incentives in a predictable way. Incentives are positive rewards for particular behavior. If the reward is increased, more people are likely to behave accordingly; if the reward is withdrawn, people will exhibit the behavior less frequently. Incentives may be financial, emotional, professionally enhancing, and so on. They are not limited to mere financial rewards.
6. People are flexible and dynamic in their tastes. People change. As people receive more and more of something they value, they value an additional amount of it less than the previous amount. Also, people are influenced by non-economic information, e.g., advertising, information from a friend. The tendency for people to value increasing amounts of something less and less and their tendency to be influenced help explain what happens to the demand for products. These tendencies also help explain changes in fashion, car design, etc.
7. All choices are future oriented. One cannot choose to change a behavior in the past. All people make choices based on an assessment of the right move for the future. Everyone operates from limited information. Thus, mistakes (about the future) are made. Choices sometimes don't work out as anticipated. The future orientation of choices puts risk and uncertainty into life.
8. Individual alternatives are influenced by the choices of others. We live as part of a social system, dependent upon one another. As choices of people change, so does the system of relationships. There is no system outside the actions of individuals. For example, as individuals purchase fewer U.S.-made automobiles, auto workers in this country have their alternatives for employment changed.

These premises form the basis for most economic analysis. Sharing these assumptions with students is important. Teaching economics to students without sharing the basic assumptions with them is like teaching chess without explaining how the various pieces can be moved.

Students studying economics are like Sherlock Holmes trying to solve mysteries. Each is trying to explain human behavior by examining evidence in isolation. The basic assumptions help students understand what clues to look for and which are most important when trying to solve such difficult questions as: Why are farmlands being converted to housing projects? Why do young people earn less per hour than most adults? Why do we have inflation when everyone is opposed to it?

Sharing the basic assumptions with students, instructing them on how to use the assumptions, and giving them practice with curious problems will help students reason effectively. These actions will provide the foundation for developing economic literacy.

Selecting Economic Content

Students need a working reservoir of information about the economy to understand and use economic reasoning. We recognize that economic reasoning cannot take place in an intellectual vacuum. Students must encounter and understand some, but not all, economic information. We call this information about the economic landscape.

The economic landscape consists of the obvious parts of the economy encountered by young persons. It includes such institutions as banks, churches, retail stores, schools, farms, production plants (factories), service shops, and government agencies. Students should be made aware of these institutions and how they facilitate human interaction. Students need to look beyond the surface of these institutions to examine some of the aspects of human behavior that underlie the institutions. For instance:

- o Banks help coordinate the actions and aspirations of two very different groups--savers and borrowers--to the mutual benefit of both groups. The banking system also creates money, thus contributing to problems of inflation and deflation.
- o Retail stores help solve difficult distribution problems for producers and consumers. Stores ration scarce products to millions of people in thousands of locations with little inconvenience to customers. Important to the study of stores are the notions of supply, demand, price, market, and opportunity costs.

In the same manner, other institutions in the economic landscape provide opportunities to teach economic reasoning, e.g., why would someone decide to give \$60 per month to a church?. The level of sophistication and the number of concepts introduced are dictated by the capability of students in the 12- to 15-year-old age group.

A second way to investigate the economic landscape is to focus on products and services of interest to students. These might include fast food, music, clothing, hair styling, and so on. By examining the kinds of choices individuals (peers) make with respect to purchase/non-purchase of these (and other) kinds of products and services, students can develop many aspects of economic reasoning.

A third way to look at the economic landscape is through social roles. Young adolescents are already aware of many of the roles individuals play in life and become more aware of these roles as they mature. These roles include consumer, worker, friend, family member, social group member, and citizen. Each role implies certain kinds of decision making. They provide excellent springboards for examining various aspects of human behavior. In addition, identifying the roles in certain situations provides the opportunity to examine moral dilemmas, value conflicts, and societal values. It is particularly important to provide students with opportunities to examine their own community and the various roles individuals take on in the community. The local community is a tangible and rich resource for economic study.

The following eight guiding generalizations serve as a guide to selecting content related to the activities of the U.S. economy.

1. The U.S. economy is a decentralized system. No one runs it and yet everyone runs it.
2. Private and public ownership of resources results in very different uses (and abuses) of resources. The major reason for use difference is the incentive system related to ownership.
3. The U.S. economy is based on voluntary participation, especially in its most competitive areas. No one has to do anything. Success in the U.S. economy relates directly to getting other people to agree voluntarily to cooperate with you.
4. Markets permit voluntary exchanges between people. Most economic activity in the United States takes place in markets.
5. Competition among buyers and sellers in markets is considered a healthy activity. Competition reduces cost and rewards efficiency.
6. Consumer sovereignty has a major impact on producer decisions.
7. The U.S. economy encourages people to choose what actions to pursue. Individuals are free to take their own actions.
8. Taxes and government expenditures are part of the voluntary part of the U.S. economy. Governments (federal, state, local) can set laws that require tax payments. These payments represent a coercive (non-voluntary) aspect of the economy. Through representation, decisions are made to spend tax funds, presumably for the public benefit, e.g., for schools, defense, highways.

Cognitive Concepts of Economics

Economic Wants/Needs

Consumption
Consumers

Productive Resources

Natural resources
Human resources
Capital goods
Time and space

Scarcity and Choice

Markets, Supply, and Demand

The Price Mechanism

Competition and Market Structure

Aggregate Supply and Productive Capacity

Aggregate Demand: Unemployment and Inflation

Monetary Policy and Fiscal Policy

Specialization, Comparative Advantage and Division of Labor

Voluntary Exchange

Barter
Money

Interdependence

Government Intervention and Regulation

Regulations and controls
Taxing and spending
Redistribution

Opportunity Cost and Trade-Offs

Marginalism and Equilibrium

Types of Economic Systems

Tradition
Command
Decentralized (market economy)
Mixed economics

Economic Incentives

Individual self-interest
Profits
Group pressure

Saving, Investment, and Productivity

International Economics

International trade
Tariffs
Exchange rates
Multinational corporations
Economic development

Generalizations

1. The individual plays three roles in economic life: worker, consumer, and citizen.
2. The general social-political-economic environment affects the individual's economic opportunities and well-being.
3. An individual's economic choices and behavior may affect the system as a whole.

4. The market system is the basic institutional arrangement through which production and distribution of goods and services is determined in a free economy.
5. Markets differ in the extent to which competition or monopoly prevail.
6. Most market economies are regulated by laws that protect the consumer or the public good.
7. All economic systems must be concerned with problems of relative scarcity and of unlimited wants.
8. The economic system of a society reflects the values and objectives of that society.
9. As a society moves from a subsistence economy to a surplus economy, the interdependence of segments of the economy is greater.
10. A command economy regulates the allocation of goods and services through central government and planning.
11. Command economies have not been as subject to fluctuations in the business cycle as free-market economies.
12. Market economies have been more successful in raising standards of living.
13. Real wages, not money wages, are a better indication of how well-off workers are.
14. Productivity is dependent upon efficient work, capital, technology, and management.
15. In modern technological societies, service industries tend to grow at a faster rate than production industries.
16. Increased production is dependent upon investment and demand.
17. Technological advances in automation tend to reduce the number of workers necessary in production.
18. In a market economy, prices are the major factor in the allocation of resources and the production of goods and services.
19. The unrestricted accumulation of wealth tends to lead to a reduction of competition within an economic system.
20. Rapidly expanding technology creates problems in training and allocation of people.
21. Taxes are the major means of diverting incomes from the private to the public sector of the economy.
22. Growing governmental activities, i.e., military, tend to increase governmental control of the economy.

23. The cycle of poverty in underdeveloped nations is characterized by subsistence economies which lack investment funds, education, surplus, and demand.

Example

Placement: High School
Concept: Consumers

Competencies

1. Using the quote, "Consumers must always be their own first line of defense," the student will be able to explain the role that education plays as the key to that defense.
2. Demonstrate an understanding of how decisions made by citizens acting as voters at the local, state, or national level help to determine regulations that affect the choices of consumers and/or businesses by tracing several recent decisions to show what effects they had.
3. Be able to identify and list laws at the federal, state, and local level designed to regulate and/or stimulate business activities.
4. Demonstrate an understanding of the importance of the laws in objective three by describing the effects each law has had on the relationship between government, private business, and individual consumers.
5. Be able to explain the protection afforded consumers under laws passed by federal, state, and local governments in the areas of consumption and credit.
6. Show that they understand about the protection afforded the consumer by private agencies or organizations by listing them and the services extended.

Suggested Strategies

Teachers may:

1. Have students attempt to trace how recent decisions made by voter-citizens at the local, state, or national level have helped to determine regulations that affect the choices of consumers and/or businesses, e.g., election of a mayor, state representative, or national representative who favored strong gun control legislation.
2. Have students prepare and share in class reports on major laws passed by Congress to regulate or stimulate business activities, e.g., Federal Trade Commission, Federal Communication Commission, Food and Drug Administration, Federal Reserve Act, Flammable Fabrics Act, etc.
3. Assign students to study mass media advertising efforts to determine how advertising helps to develop consumer tastes and preferences. Have them identify problems confronting consumers as they attempt to make wise buying decisions.

4. Have students study the characteristics and buying habits of disadvantaged people to determine why and what kinds of special consumer assistance they need.
5. Have students identify and study state and local consumer laws to determine the kinds of protection afforded consumers at these levels.
6. Have students identify and prepare reports on private agencies or organizations which devote their efforts toward protecting consumers, e.g., Consumer's Union, Better Business Bureau, Ralph Nader's groups, etc. Note particularly those which are active in the students' own community.

APPENDIX K

GEOGRAPHY FOR ELEMENTARY AND SECONDARY STUDENTS

"For the United States to cope successfully with its own domestic problems and to participate effectively in world affairs, its leaders and citizens must have a coherent understanding of the earth's regions and peoples..."

Taken from the Geography in Liberal Education Project Report,
Association of American Geographers, Washington, D.C.

Educational research demonstrates that most Americans do not have that understanding. Yet, according to the Commission on International Education, American Council on Education, "to deal effectively with the multiplicity of problems we face in this shrinking world requires an increasing international competence. To maintain and increase this competence means the education and preparation of an ever-increasing number of Americans who understand other peoples and societies well enough to be able to work effectively with them on a broad range of economic, political, and security issues." We must not formulate national policies that rely on imprecise information and unclear interpretations about our own geography and that of other nations.

Geographic education alone cannot resolve important international problems. However, training in geography gives us unique perspectives about places and their relationships to each other over time. It is an essential ingredient in the total process of educating informed citizens.

Everyday we make important decisions about our well-being and everyday we use geographic knowledge or encounter important geographical influences on our lives. We interpret complicated geographical factors to determine the places where we choose to live--physical characteristics such as climate, topography, and drainage influence where we can build safe, secure, and desirable housing; cultural factors, such as quality housing and schools, convenient transportation routes to work and for leisure--all have a bearing on our quality of life.

In the United States we differentiate our industrial patterns or population redistribution problems according to Frost Belt or Sun Belt characteristics, although these are ambiguous regional entities based loosely on climatic factors. Our very livelihoods depend upon products, ideas, and even weather and climate that originate great distances from where we live and work. In a democracy, the development of compassionate and effective public policies depends upon active participation of citizens who are broadly educated about their own society and its relations with the entire world. All events affecting society occur within a geographic context. To understand these events fully we must subject them to geographic scrutiny.

Some of these problems include: suburban development encroaching onto primary agricultural land; increasingly congested highways falling into disrepair while metropolitan public transit systems are facing financial collapse; protecting watershed areas from erosion and pollution; and guaranteeing zoning decisions that promote environmentally sound land use development.

Many other serious or potentially serious problems have geographical implications. Geographic knowledge is crucial in dealing with issues such as nuclear armament buildups, nuclear power plants, safe disposal of radioactive and toxic chemicals, segregation by race, age, or economic status, discrimination against women and minorities, inequitable distribution of economic resources in and among developed and developing countries and areas of conflict including Central America, South Africa and the Middle East. Careful geographic scrutiny can benefit the analysis of problems of environmental degradation, rational use of ocean resources, the resettlement of refugees from war-torn nations, and political repression and terrorism. Major policies formulated and carried out by governments and large corporations usually have impacts that reach around the globe.

We must strive to understand how the actions of our society influence other societies and how their actions affect us. A sound geographic education provides the perspectives, information, concepts, and skills to understand ourselves, our relationship to the earth, and our interdependence with other peoples of the world. It reinforces and extends the processes of critical thinking and problem solving that are applicable to all parts of the curriculum. We must know where and why events are occurring if we hope to apply our intelligence and moral sensitivity toward improving the quality of human life on this planet.

Geographic education can satisfy our deep need to know about other people and places, the natural environment, the capacity of the earth to support human life, and to inform our own individual perception of places. Thus, geographic education requires knowing where things are located, but more importantly, requires a system for inquiring why they are there and where they should be.

The Role and Sequence of Geographic Education

The primary role of geographic education is to present information and facts about the world; to introduce and reinforce the concepts of location, place, relationships within places, movement between and among places, and the region; to examine values and attitudes toward environments, and to sharpen intellectual and practical skills. Geographic education recognizes the pluralistic nature of our society and uses the unique American setting to enrich our education. Geographic inquiry promotes active questioning and fosters acquiring and using geography's organizing principles and skills. Citizens need such principles and knowledge to make personal and societal decisions about using environments wisely, resolving conflicts among competing values and groups, and learning to cooperate with people from different cultures.

Students bring to the classroom a wide range of incidental and systematic information about geography. Where possible, teachers should use student's prior learning in a program of geographic study. In their own fashion, these students have learned how to find their way from place to place, have observed how their surroundings have changed, and have experienced how these changes have affected the sites, paths, boundaries, and cultural flavor of their daily activities.

In the elementary grades, geographic education offers children a unique opportunity to explore and understand their immediate life space as well as the more remote areas of the world in which they live. Children will acquire not only geographic knowledge but also will develop essential skills for gathering, interpreting, and portraying geographic information. Although geography is not commonly taught as a separate subject in grades K-6, important geographic standings and skills must be incorporated into other parts of the curriculum.

Geographic education should be organized around the five themes previously noted and both geographic concepts and learner outcomes should be included in the elementary curriculum. Although the understanding, skills, and values identified in the learning outcomes can be most easily incorporated into the elementary social studies program, they are integral to other parts of the curriculum and should be reinforced and extended in such subjects as science, reading/language arts, and mathematics.

Geographic instruction at the elementary level should be based not only on key geographic understandings, but also on our knowledge of stages of childrens' cognitive, psychological, and social development. Thus the rich and varied life experiences of children should be used as much as possible to illustrate and develop the geographic understandings and skills selected for study.

Cognitive Concepts of Geography

Location-Absolute and Relative
 Direction
 Situation
 Site
 Earth grids: latitude and longitude
 Distance: physical, time and cost

Relationships Within Places-Humans and Environments
Spatial Distribution (Patterns)
 Compactness of patterns
 Efficiency of patterns
 Spatial distribution and dispersion
Place-Areal Association (similarities and differences)
 Dependent variable
 Independent variable

Movements-Spatial Interaction
Networks - transportation, communication, economic, political
Nodes and links
 Population
 Diffusion - space, time, and barriers

Regions and Regionalization
 Area
 Neighborhood
 Community
 Boundaries: physical, political, cultural, social

Globalism
 Topography
 Climate
 Habitat
 Rural and urban
 Resources: natural and human
 Energy
 Environment
 Conservation
 Development
 Technology
 Pollution

Generalizations

1. Location of people and economic activities are influenced by both external factors and internal value choices.
2. Environmental conditions place restrictions on cultural choices.
3. Nature and culture are interlocking components of our ecosystem.

4. Movement of cultures from subsistent economies and self-sufficient communities toward surplus-oriented interdependent cultures means an increased technology, trade, migration, and communication network.
5. The more highly specialized and specifically adapted livelihood forms have limited potential for cultural change. (Nomadic pastoralism and hunting societies are becoming extinct.)
6. Patterns of land use are affected by natural resources, history, and values of a society.
7. Climatic zones and topography are significant predictors of environmental conditions.
8. Technological advances that lead to new sources of power may influence location decisions and future environmental problems.
9. Technology provides changes in the environment, both positive and negative.
10. The use of natural resources to better economic conditions may create dangerous environmental conditions.
11. Regions are defined by set criteria.
12. The key determinant of regional growth is the ability of a region to create a surplus and expand its export base.
13. Communication networks and transportation systems are vital preconditions for spatial interaction.
14. Distances can be measured in miles (or equivalent) and terms of time.
15. Benefits resulting from urban conveniences accrue to the firm which locates in an urban environment.
16. Cities are interrelated with other urban areas.
17. Location of industries depends on the accessibility of materials, markets, transportation, and qualified labor.
18. Racial, ethnic, and economic segregation has had a pronounced effect on urban-suburban development and population patterns.

Example

Placement: Fourth-Grade Social Studies
Concept: Region

Competencies

Students should be able to:

Identify their neighborhoods
Identify their community
Define a geographic region by use of a topographical map
Locate their community within a political area
Locate their community within a geographical region
Determine the interdependence of people within their community
Determine the interdependence of people between communities within their region
Determine the interdependence of people between different regions
Compare and contrast communities around the world including communities and regions in the news

Suggested Strategies

Teachers may:

1. Have students draw a map of their neighborhood and talk about why it is a neighborhood.
2. On a city map, have students locate their neighborhood.
3. Have students survey their neighborhoods to determine the different jobs held by people there. Draw up a chart combining this for the community.
4. Break students into small groups and assign each group to determine geographic features of a region of the United States.
5. Have students list what type of food they eat over a period of three days and make a collage. Have them determine where these foods came from and how they got to their community.
6. Have somebody from the chamber of commerce tell students about the major businesses and products of their community. Have students draw rough maps of the United States and major regions. Indicate by arrows the flow of goods out of and into the community from other regions.
7. Have students conduct a scavenger hunt in the community for newspapers and periodicals with information on "troubled spots," e.g., Middle East, Central America and South Africa for comparing and contrasting.

APPENDIX L

HISTORY FOR ELEMENTARY AND SECONDARY STUDENTS

History and Its Essential Elements¹

History always has been a very broad and inclusive discipline, and Western and non-Western concerns have literally exploded in recent years. History means that individuals, groups, events, and institutions heretofore neglected in traditional courses now are included, especially non-Western. It means that more students are likely to "find themselves" or to find others with whom they can empathize as they study history. It also means that the study of history, because it has been enriched, becomes more enriching. This expansion of history poses real problems for teachers and curriculum developers. Obviously they must do something besides just add new topics or try to squeeze more content into their courses. There are limits not only to the number of topics which can and should be studied in any one course, there are limits to the depth in which each can be examined. Teachers, therefore, need to approach the study of history in different and more productive ways. They cannot regard curriculum in history as though it were a given number of topics to be considered.

In making choices about what to include and what to exclude, it is helpful to keep in mind the key elements of history². While the number of topics which might be considered are almost limitless, the essential elements of history are relatively few in number, and they impart a sense of direction and purpose to the study of history. Not all historians would describe the key elements in exactly the same way or in the same words used here, but they probably would be in general agreement with them.

History is a very broad discipline. It is at once:

- An art and a science. History is one of the humanities; as well as one of the social science disciplines.
- Particularistic or selective, and general or integrative.
- A body of knowledge about the past and the creative process of making sense or reinterpreting the evidence of the past.

History is concerned with unique events, eras, movements, nations, institutions, groups, or individuals. At the same time, history seeks to integrate information and ideas so that a particular person or group of people, living in a particular place, at a unique time in the past may be understood in the proper context. To study history, therefore, is to study thoughtfully human affairs of the past. Such study enables students to:

- Perceive the elements of order in what otherwise would be a chaotic jumble of past events.
- Become privy to an understanding of past events which generated emotions, values, and ideals for which human beings have lived, struggled, and died.
- Develop a realistic perspective on the nature of their society, its problems, and the direction in which it is headed.

- Understand what experiences and values they share with other peoples of other times and places and in what respects they are different.
- Seek answers to three of life's most important questions: "Who am I?" "Who are we?" and "How did the unique present in which I live come to be?"

History: Its Essential Elements

1. **History is concerned with the uniqueness of events, persons, and movements in the past.**

The past was different from our present. Each event, person, or movement was unique. History, therefore, is concerned with the concrete and the particular. Or to put it another way, history is more concerned with knowledge about specific events, persons, or movements of a particular past than it is with generalizations about human behavior.

Because the past was different and because events, persons, and movements were unique, the study of history requires that each of us take a very active role in learning. It's not enough just to read about what happened in the past or to view a film chronicling certain events. The true student of history must try to recreate in his or her mind what it was like to live in another time and place. He or she must be able to empathize and sympathize with individuals, institutions, customs, or ideas that may at first seem strange or alien. It is only when a student develops a "feel" for a particular era that he or she can begin to understand that past. It should go without saying, therefore, that one cannot simply or uncritically use contemporary insights to judge the past. Instead, one must consider the information, realities, and beliefs with which people of other times had to contend. It must be remembered that they did not have information available to them which now is at our disposal. Neither did they necessarily have values similar to those we hold, nor did they set priorities comparable to ours. In short, our **present** was their **future**.

2. **History is dynamic, it is a process; it is the unfolding of the human story.**

History is a process. It moves and is never static. History is NOT a series of snapshots of the past and therefore cannot be viewed as such. Rather events lead from one to another like a good detective story. The student of history should be caught up in that unfolding process. He or she should focus on movement through time or on those things which explain how and why a society, person, or movement took the course it did. To do so, the student should ask questions such as these:

- a. How can one define or describe the event and identify probable causes?
- b. Which events were critical or turning points and why?
- c. What problems altered the directions of events including the role ideology and technology played? Who gained and lost because of the event?
- d. Who were the women and men who affected society's momentum?
- e. Which ideas, books, and inventions had great impact, and how and why did they shape destiny?
- f. What were the short-and long-range consequences of the event?

3. History depends on evidence; it is an effort to get the facts straight.

Learning to ask the right questions is critical to the study of history. So, too, is learning how and where to find possible answers to those questions. The student of history, therefore, must be vitally concerned with the nature and importance of evidence. He or she must continually ask questions such as these:

- a. What is evidence?
- b. How does one obtain and evaluate evidence?
- c. What sources are available?
- d. How reliable or credible are these sources?
- e. What biases must be taken into account?
- f. Do other sources or "witnesses" corroborate the evidence?
- g. How can differing accounts of evidence be reconciled?
- h. What does this evidence mean?
- i. What differing conclusions can be drawn from the same evidence?

4. History is an indispensable aid to understanding contemporary problems and issues.

Knowing the roots or the antecedents of present problems and issues is essential to understanding and coping with them. It would be foolish, indeed, to attempt to solve any problem without knowing how or why it arose. Such knowledge, however, is not a certain prescription for action in the present. History does not repeat itself. Neither does history teach any lessons. History cannot be used--or rather abused--to "prove" anything. Those who try to invoke history for their own purpose or to gain support for a particular point of view, therefore, must be regarded cautiously.

5. History is a matter of interpretation and reinterpretation.

History is more than just asking and answering questions about what happened in the past. It is a matter of deciding what those answers mean. History, in other words, finally, is a matter of interpretation. Its worth, therefore, depends in large part upon the scholarship and the insight of the person who does the interpreting. Even the best scholars, however, are human beings. Try as they may, they cannot help viewing events as human beings or through their own individual filters of experience, values, cultures, and interests. That is why, from the first, the student must be made aware of that which is called a frame of reference or perspective. Not only must the student be made aware of others' frames of reference, the student needs to be made aware, keenly aware, of his or her own filters or frame of reference. To detect biases, the student must learn to ask questions such as these:

- a. What is missing from this account of a particular event?

- b. Whose views are represented and whose were not represented here?
- c. Why is the focus on this instead of on that?
- d. Was this event or person really as important as this account claims?
- e. How might another good scholar interpret these facts?

In sum, knowledge of the past is not a story fixed for all time. History is not something to be memorized. It is a continuous interpretation and reinterpretation.

History, above all else, is an activity, a quest in which teachers and students must be mutually engaged.

Concepts - Generalizations About the Study of History

1. What separates history from every other kind of inquiry about human affairs is its fundamental concern with time, the before and after, cause and effect relationship of events. History is the study of a unique sequence of unique individuals, events, situations, ideas, and institutions occurring in the one-dimensional and irreversible stream of time.
2. History is the study of the record of people's behavior, usually in relationship to other individuals, groups, and the environment. History is a written interpretation of these events.
3. History is a means whereby societies seek to maintain their identities, establish continuity in their developments, and maintain their ideals and traditions. Since the dawn of civilization, in almost every society, history has been regarded as a vehicle for teaching the private citizen the public virtues of loyalty and responsibility.
4. "How" and "why" are inseparable questions for the historian. The historian's prime quest is for human motives. The historian seeks to understand the reasons individual men and women and groups did what they did. The historian strives for a precise, detailed reconstruction of the circumstances surrounding an action and then for an understanding of why it occurred and its significance.
5. History deals with people both humanistically, because of its attention to the individual person and the unique event, and scientifically, because it also deals with people in groups and as the focus of long-term trends.
6. Each situation and event is distinct, but each is connected to all the foregoing and succeeding ones by a complex web of cause and effect, probability and accident. The unique present, just as each unique point in the past, is unintelligible unless it is understood in terms of its history or how it came to be.
7. All thinking is based, consciously or unconsciously, upon recollections of past experience. Human beings have the unique ability to incorporate into their personal experiences not only the experiences of other men and women of their own time, but also those of all previous generations. In other words, human beings have a true second sight that sets them above other species and enables them to understand better the present by studying the past and, thus, to prepare themselves to face the future.

8. No two events in the life of a human being, a nation, or in the course of history are ever exactly alike, but recurring patterns of resemblance often make it possible for individuals and groups to act with the confidence that comes from the recognition of the familiar.
9. Human values are not based on a single standard, but are inherently diverse from time to time, place to place, and group to group. People who live in different periods of time often have different ideas of what is right or wrong, correct or incorrect, and of what good and poor government means. As time moves forward, all kinds of conditions change, including many attitudes and beliefs which people hold. These different attitudes and ways of looking at and interpreting life may be summarized as being different frames of reference. At the same time, people in different periods of history have some beliefs and attitudes which remain the same through succeeding generations.
10. Historical sources should have both external validity or authenticity, and internal validity, or be derived from reliable sources of information.
11. Because historical accounts are prepared by human beings, they reflect, to some degree at least, the biases and perspectives of the human beings who have prepared them.
12. Ideally, history brings together and synthesizes all the other realms of knowledge and their various analyses. History as a discipline has that broad compass that enables it to see the true, complex interplay of motive, cause, chance, and circumstance in human life.

In the past two decades, however, history has moved in new directions. No longer does it focus almost exclusively on political and military events and on "heroes" and the elites of the Western world. History today seeks instead to provide us with a broader and more useful understanding of the past and thus of the present. History's scope has been enlarged. History's concerns have been expanded. Today history encompasses the study of:

- The "common people," or "everyman" and "everywoman" minority and majority groups, as well as leaders and elites.
- The non-Western, as well as the Western world.
- Heroes, both male and female.
- Children, as well as adults.
- The "nay-sayers" or dissenters, as well as those who subscribed to the commonly accepted ideas of the times in which they lived.
- Social, economic, scientific, technological, ideological, and artistic happenings, as well as political, military, and diplomatic events.
- The history of ethnic, linguistic, and religious groups, not just the history of nation states.
- International and transnational events and institutions, as well as those which are national.

As the foregoing list makes clear, history has been expanding. That trend has been described as a means for "democratizing" the meaning of history. Thus, to study history today is to engage in a very broad and liberating study. To study history today is to seek understanding not only of ourselves, but of **all** of the peoples of the world in **all** their diversity, complexity, and humanity. To study history is to add richness to our lives and new dimensions to our thought and feeling.

Hallmarks of the Student Well Schooled in History

Ultimately the worth of any educational program or any discipline in the curriculum depends not upon new developments or even on essential elements, important as those things are. In the last analysis, what matters is how well the programs or the study of the subject, in this case, history, serves those for whom it was intended. It is appropriate, therefore, that we conclude by thinking not only about students, but that we focus on our ultimate concern: the individual student. What difference does it make if the student receives good instruction in history? We contend that the study of history can and should make a great deal of difference in the life of each student. The student who graduates from high school well schooled in history ought to be recognizable. Such a student would exhibit the characteristics or hallmarks which are listed below:

The student well schooled in history from kindergarten through grade twelve should:

1. Possess a good and well-ordered sense of Western and non-Western events and eras, including their proper sequence and chronology.
2. Demonstrate respect for evidence and knowledge of where and how to obtain and evaluate it. Such evidence would include that contained in textbooks, oral testimony, written documents, and the mass media.
3. Identify and analyze diverse perspectives on and interpretations of historical issues and events.
4. Distinguish between fact, interpretation, and opinion, and appreciate the functions of each.
5. Understand the major events and controversies in history.
6. Comprehend the enduring issues and the major concepts of history such as migration, colonization, industrialization, diversity, racism, continuity, and change.
7. Explain why certain individuals are important historically and the roles they play as influentials, representatives, catalysts, or prominent dissenters.
8. Be aware of the geographic positions of the United States and of other nations of the world.
9. Appreciate the changing interrelationships of nations and of peoples within nations and understand how and why such relationships change over time.
10. Understand the contributions made by peoples of diverse cultures, particularly the contributions made to the United States, and be able to explain how he or she benefits from those contributions.

11. Have pride in and an understanding of his or her own family, community, ethnic, national, and world heritages.
12. Understand the fundamental values and ethical beliefs which undergird democratic society and be willing to act in accordance with democratic principles.

In "revisiting" history, reviewing new developments in the field, and reconsidering history's essential elements, let us also rededicate ourselves to teaching history and teaching it well in our elementary and secondary schools. Let us teach it so well that each student who graduates from high school in the '80s and beyond will exhibit these hallmarks during their lives in the twenty-first century.

¹Stimmann Bronson, Margaret. "History Revisited, Why History is Essential for Elementary and Secondary Students for the 1980s." Social Studies Review (Winter 1982) Vol. 21, No. 2, California Council for Social Studies.

²These elements were identified by a committee of historians from several leading universities, teachers, curriculum developers, and administrators who met over a period of months to draft A History Handbook for California Schools K-12, a publication of the California State Department of Education.

Cognitive Concepts of History

Cause and Effect

Multiple Causation
Continuity
Change
Challenge and response
Leadership/Conditions

Human Experience

Institutions
Symbols
Traditions: Oral/Written
Civilizations
Independence/Interdependence

Time perspective

Rate of change
Chronology
Repetitiveness

Historiography

Objectivity
Relativity
Interpretation

Generalisations

1. Change has been a common characteristic of human societies, with the rate of change accelerating as societies modernize.
2. A knowledge of the past is helpful in understanding present and future events.
3. Most events in history have multiple causes.
4. Leadership of certain individuals, when combined with favorable circumstances, has often profoundly altered the course of history.
5. Our interpretations of the past change as new data and circumstances alter our perspectives.
6. True revolutions alter the institutional structure of society.
7. Technological advances have been a major influence in changing power structure.
8. Basic values and beliefs of every society have been reflected in their creative accomplishments.
9. The motivating factors in human achievement have been either ideological, materialistic, or a combination of the two.
10. All civilizations have been influenced by their major thinkers.
11. Human progress has most often occurred under conditions of intersocietal communication.
12. Major forces that have altered the course of history include nationalistic, religious, and ideological zeal.
13. Changing geographic and demographic conditions, including those that are human-made play a major role in history.
14. Technological advances and demographic conditions have accelerated the interdependent nature of the world.

Example

Placement: Senior High
Concept: Relatively and Objectively

Competencies

Students will demonstrate an understanding that interpretation of a historical period of events will differ according to:

1. The passage of time
2. The emotional climate
3. The political structure
4. The background of the interpreter
5. Attitudinal change

Suggested Strategies

Teacher may:

1. Have students analyze and compare contemporary primary sources with secondary sources written at a later time period.
2. Have students determine the ways in which Russian history was rewritten following the Communist revolution.
3. Have students read two or more contrasting accounts of the New Deal era and explain reasons for the differing accounts.
4. Have students read or view several books or films related to war, produced in the 1920s and 1930s. How do the interpretations reflect the period in which they were produced?
5. Have students compare British and American textbook accounts of the War of 1812.
6. Have students read accounts from other nations concerning the way people from other countries view American textbook accounts. "As Others See Us," UNESCO, Houghton Mifflin, is an excellent resource.) What do these accounts reveal about:
 - a. American history?
 - b. The perspective of the originating country of the critique?

APPENDIX M

POLITICAL SCIENCE FOR ELEMENTARY AND SECONDARY STUDENTS

Political science is the study of people and how families, peer groups, local, state, and national governments make, enforce, and judge rules and rule violators. The focus is on the behavior of people who create the policies and who are controlled by the rules and the institutions created to provide order.

Studying political science will help students understand how to analyze decision making in schools, peer groups, families, and in more formal governmental institutions in terms of what "is" and what "ought to be." In general, political science includes the study of public allocation of resources, values, and power in any social or economic organization.

In 1820, Thomas Jefferson stated that a healthy and just society could be built only upon a foundation of popular intelligence. "I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education."

Civic literacy is the first basis of education in a free society. Just as we practice education in our country, it is also the case that in totalitarian states, schools place emphasis upon reading, writing, and arithmetic. But learning to read, for example, is not sufficient to the maintenance of a democracy or republic. What is called for are enlightened empowered citizens who are socially, politically, and economically literate and in touch with their cultural heritage.

In this light, the empowered citizens must know how political institutions function and how individuals and groups behave. This citizen is also a part of the community and aware that his or her involvement and potential for social good is matched completely by the potential for social evil. This is the right and responsibility of citizenship in a free society.

Political systems, like society and environment, are in a constant state of flux. The ability of a political system to change may well be a measure of its stability. Problems such as the requirements for political stability, the forces of revolution and decay, and political development and change, all require solution and choices. Political systems, interacting with each other, form the basis of conflict which is often evident in the propaganda of war and international unrest.

Political science curriculum will help students understand how their lives are touched by political decisions such as regulating the time on the clock that wakes them up, the generating of electricity for clocks, lights, and appliances, the water for brushing teeth, drinking, and cooking, rules of the use of roads, and constructing and operating of schools and educational programs students are required to attend. Political science experiences are designed to develop informed empowered citizens, skilled in the processes of a free society, who are committed to democratic values, and are able, and feel obliged, to participate in social, political, and economic processes from the personal and local levels to the global.

The times require democratic citizens whose participation in the social arena include three fundamental perspectives: a pluralist perspective, a global perspective, and a constructive perspective.

At the heart of the pluralist perspective is a disciplined respect for human differences--differences of all sorts but particularly of opinion and preference, of race, religion, and gender, of ethnicity, and, in general, of culture. The perspective is based on the realization that there is diversity among people and the conviction that this diversity is good. From this perspective, one seeks to understand and appreciate the multiplicity of cultural and subcultural differences among peoples. From this perspective, one regards the existence of ethnic and philosophical differences not as a problem to be solved but as a healthy, inevitable, and desirable quality of democratic group life. From this perspective came the founders' determination to protect minorities from the majority. And from it came the First Amendment, designed as Justice William O. Douglas said, "to permit a flowering of people and their idiosyncracies."

An international or global perspective results from the carefully designed elementary and secondary program that helps students develop the knowledge, skills, and attitudes needed to contribute effectively in an interdependent world characterized by diversity, and limited and unequally distributed natural resources. An international or global perspective means viewing the world and its people with understanding and concern. Understanding requires knowledge of, and respect for, differences and similarities of the world's people, the process of development, and how goods, services, and ideas are exchanged. Concern necessitates assuming responsibility for the needs of all people and commitment to finding just and peaceful resolution to global issues. The desired outcome of global education in Minnesota is to enable citizens in our democracy to participate more actively at local, state, national, and international levels.

The constructive perspective involves competent participation in social, political, and economic processes as well as an ongoing critique of those processes. Committed to democratic beliefs, the constructive citizen questions the congruence of existing processes with the principles of freedom, justice, equality, responsibility, privacy, and diversity. Constructive citizenship is, therefore, more than the passive, uncritical acceptance of the status quo. It includes the ability to see the "taken for granted" in public affairs, to examine accepted practices, to engage in dialogue with others about the public and private good, and to conceive new arrangements and ways of viewing the future that may be more compatible with democratic values and beliefs. It includes, too, the courage to take an unpopular position in the face of overwhelming social pressure to conform. Without constructive citizens in the past, it is likely that many previously accepted practices, such as patronage, the harassment of religious minorities, and the disfranchisement of women, blacks, and other cultural minorities, would never have been questioned and, to a degree, corrected.

These three perspectives are themselves interdependent and together shape the democratic citizen's participation in public life. Cultivating these citizens is the special assignment of social studies education, and fulfilling this assignment is the central professional challenge faced by social studies educators today.

Knowledge, rational processes, the belief in human dignity or commitment to global, constructive, and pluralist perspectives are not of much consequence without action. It is essential that these major goals be viewed as equally important; ignoring any one of them effectively weakens a social studies program. The relationship among knowledge, beliefs, values, and skills is one of mutual support. Each facilitates development of the others, and, in combination, they lead to effective participation in public affairs. Thus, a balance in emphasis is necessary.

Political science is a very broad discipline encompassing these major facets:

- o The study, theories, and practices of government and law at all levels.
- o The study of comparative political, legal, and economic systems.
- o The transmission of values and attitudes or the study of how individuals and groups are socialized politically.
- o The functioning of both formal and informal political groups and governmental and legal institutions.
- o Decision-making processes, particularly on the process whereby decisions are made that are binding on all members of a political community by legislative, executive, and judicial authorities.
- o Both the "is" and the "ought to be" of government and political processes and how the two can be reconciled.
- o The behavior of individuals and groups in the many political arenas in which they live.
- o Transnational and global politics, organizations, and relationships.

Cognitive Concepts of Political Science

Roles of Government

Rules and Laws
Services
Power
Authority
Conflict Resolution
Interdependence
Nationalism

International and regional
government

Structure and Function of Government

City
Township
Borough
State
Nation
Bureaucracy
Executive, Legislative, Judicial
Constitutional
Federal
Democracy
Parliamentary

Dictatorship

Monarchy
Capitalism
Socialism
Fascism
Communism

Political process

Electoral process
Lobbying
Propaganda
Leadership
Checks and balances
Revolution
Evolution
Referendum
Recall

Human Rights

Due Process
Civil Rights
Bill of Rights
Declaration of Human Rights

Generalizations

1. The study of politics and government includes the study of the institution of government and how individuals behave as citizens in diverse systems.
2. Democracy is government in which the decision making is in the hands of the people who make their demands known through voting, political parties, and pressure groups.
3. Democracy seeks to protect the rights of individuals and minority groups though its actions are based on majority opinion.
4. Citizenship in a democracy is the exercise of duties, responsibilities, and privileges as a reasoned and functional act of political behavior.
5. Political systems exist to make authoritative decisions binding on all citizens.
6. Political decisions are a result of the need to settle problems, many of which are of a continuing nature, e.g., the conflict between majority rule and minority rights, loyalty, and dissent.
7. Every society creates laws and imposes sanctions and penalties for violations of the laws.
8. There is a division of responsibility and an interdependence at all levels of government.
9. All nations of the world are becoming more interdependent.
10. Individuals can increase their political power through membership in groups that represent their interests.
11. The values of a society are implicit in the political documents and behavior of a people.
12. Leadership within government is dependent upon the functional structure of that government and the degree to which power is controlled by varied segments of the society.
13. International power is a factor of technological advancement, wealth, and size of a nation or agglomeration of nations.
14. Conflict resolution may be achieved through adjudication, arbitration, mediation, and compromise.
15. Change in political institutions may occur through evolution or revolution, depending upon the degree of power and the responsiveness of government to change.
16. Modern governments are frequently concerned with economic power.

Example

Placement: High School

Concept: Checks and Balances

Competencies

1. Show by a chart the constitutional checks and balances in the United States government.
2. "Power corrupts and absolute power corrupts absolutely." Students will explain and give examples to prove or disprove this quotation.
3. Given the three branches of government in a communist state, i.e., Soviet Union, students will explain why the branches fail to control each other.
4. Be able to classify a variety of given activities as being under the control of local government, state government, national government or international control. Be able to substantiate choices.
5. Given a constitutional problem, students will indicate what procedures each branch of government might take to solve the problem.
6. Identify areas of government operations in which the checks and balances system seems less effective today.

Suggested Strategies

Teachers may:

1. Have students play "Star Power" to realize the abuses of unlimited power.
2. Have students study the U.S. Constitution as it relates to the system of checks and balances. In class they would analyze the system in terms of power granted to and exercised by individuals in the several branches of government.
3. Have the students study and discuss the changes in the interpretation of the Constitution as they relate to the concept of power as it pertains to the several branches.
4. Have the students make a comparative study of the American form of government and that of a communist state, i.e., the Soviet Union, noting especially the powers granted to each branch and the manner in which they are exercised.
5. Have the students study the Constitution to determine what powers are granted to the several levels of government, either by direct assignment or by assumption. They will develop a chart or list of these powers.
6. Assign students the study of the state constitution in a manner similar to strategies number 2 and 4 (above) relative to assignment and operation of powers between the state and local levels of government.

APPENDIX N

PSYCHOLOGY EDUCATION FOR ELEMENTARY AND SECONDARY STUDENTS

The basic goal of social studies education is to prepare effective, informed young citizens to be humane, rational participants in an increasingly interdependent, mobile, and stress-filled world. Of all of the areas of social studies, psychology education can be one of the most effective in reaching this goal.

The most acceptable current definition of psychology is that it is the scientific study of behavior and mental processes; it is concerned as much with what people do as with what they think and feel. Through psychology, many dependable generalizations about human behavior have been identified. These have extremely practical applications in areas as diverse as self-esteem, developmental stages of young through old, space technology, mental health, international relations, management styles, human learning, and industry.

Psychology education can have a great influence on the social studies objective of demonstrating the diversity of people and encouraging the appreciation of individual differences. We live in a world that is not very appreciative, nor even tolerant, of differences among people. Cultural, social, gender, and individual differences need to be explored in an environment free from discrimination and humiliation. A healthy view of life and society would be one which rejects value judgments based on physical and psychological factors. Psychology offers a scientific means to achieve this, and offers an opportunity to move away from provincial views to more global views of human needs and problems.

Traditionally, psychology education has been an elective subject, often chosen by students with above average ability and motivation. There are, however, compelling reasons for believing that the study of psychology has relevance for all students and should be an ongoing process, beginning with the elementary grades, especially self-concept and group dynamics, and logically integrating in a developmental fashion, building on past learning. By gaining insight into their own behaviors and thinking--specifically into their own motivations, goals, fears, developmental patterns, and democratic value structure--students can be better equipped to understand themselves and others.

Since 1973, psychology has been mandated by the State Board of Education as one of the areas of social studies education to which all students deserve access. In addition to the integration of psychology principles, concepts and methodologies throughout the curriculum and at all grade levels, a senior high school course in psychology is recommended.

There are a number of reasons for providing psychology education to students, as well as numerous reasons why students are motivated to study psychology. Some of these are: 1) Students can develop insights into their own motivations, behaviors, emotions, and individuality; and 2) Students learn practical application of psychological principles in such areas as learning, perception, and memory; 3) Students can learn scientific observations of human behavior, discerning patterns, passages and causes of psychological events, as an alternative to making blind assumptions; and 4) Students need to be exposed to career opportunities in this growing profession, as well as its application to related careers. The goals of psychological study are fourfold--to describe, explain, predict, and control behavior.

Approaches to psychology education vary in emphasis, but the goal of teaching remains the same--to present an approach which fosters good citizenship through self-adjustment, self-maturation, and self-understanding; and to present an understanding of psychology as a discipline and science. Each or all of these approaches can help students to answer such questions as:

How can I cope with stress?
Can my decision-making ability be improved?
What is normal behavior?
How can I best develop my potentialities in the many roles I play?
Why do people have eating and drinking disorders?
What shall I do with my emotions?
How can I get along better with others?
Change--How can I adapt to it and accept and manage it?
What are the rules and roles in my family system? Peer Group?
How can I make a good choice of life partner?
What makes good parenting?
Why are divorce rates so high?
Why is family abuse so high?

A combination of the three possible approaches to psychology education, including: teen births, bullying, addictions to food, drugs, and alcohol: survey, experiential, and adjustment are desirable.

Survey

The emphasis in this approach is on a brief description of the traditional and newer fields, methods, procedures, concerns, topics, and findings of all branches of psychology and their application. The student is introduced to the field of psychology, the scientific process, some of the subspecialties such as learning and perception, and some of the standard research findings. He or she is encouraged to apply these findings to everyday experiences.

Experiential

This approach focuses on selected experiences and makes use of behavior laboratories. The class is likely to concentrate on fewer themes--mainly motivation, perception, and communication. There is an emphasis on scientific method, approach, and techniques. A laboratory is often used to make psychological findings more concrete and understandable.

Adjustment

The focus is on the kinds of inter- and intrapersonal conflict that tend to produce such familiar problems and alienation, marital discord, adolescent-parent generation gap, and cultural/global misunderstanding. There is also emphasis on deviant behavior, e.g., alcoholism, drug addiction, and various pathologies.

Using any of these approaches, psychology education includes, but is not limited to the following areas:

field or domain of psychology--what it is and what it isn't
basic methodology design and principles learning-motivation-memory
perception and sensation
states of consciousness

human development
heredity and environment
physiology
personality adjustment
personal adjustment
social psychology

Cognitive Concepts of Psychology

Heredity and Environment

Genetics
Senses
Behavior
Independent and dependent
variables
Maturation

Emotion and Motivation

Feelings/attitudes
Biological drives
Psychological or personal motives
Achievement motives
Frustration/aggression

Learning

Perception
Classical conditioning
Operant conditioning
Intelligence
Reasoning: inductive and
deductive

Cognitive development

Reinforcement
Memory

Personality and Social Behavior

Identity
Defense mechanisms
Rationalism
Repression
Projection

Theories of personality
Group dynamics
Creativity

Mental Problems

Normal/deviant behavior
Therapy
Psychoanalysis
Neuroses
Psychoses

Generalizations

1. Personality is a result of both heredity and environment.
2. When an individual's behavior is reinforced in a positive way, the individual may be conditioned to repeat this behavior.
3. Individual growth and development involve a constant process of change.
4. Human behavior is far more dependent upon socialization processes than upon instinct.
5. The long period of dependency of the human species facilitates the learning process.
6. Many human wants are not related to survival but to other culturally induced desires.
7. Human perception is limited and selective and based on a person's view of self and society.

8. Personal experiences, both with individuals and groups, influence an individual's self-image.
9. Motivation is influenced by the intensity of what people want or desire.
10. When people experience frustration, they may exhibit behavior such as aggression, withdrawal, projection, repression, fantasizing, rationalization, and compensation.
11. Habits allow humans to reduce decision-making processes to a manageable level.
12. Personal insecurity or a weak self-image often result in prejudice and discrimination.
13. Cognitive learning is based on varied levels of society.
14. A psychologically healthy person is concerned with satisfactory social, emotional, and creative fulfillment, as well as biological fulfillment.
15. Intelligence is a function of the brain one is born with, maturation, and how experience modifies behavior.

Example

Placement: Middle School
Concept: Emotion

Competencies

1. Students will demonstrate an understanding that emotions are often expressed through non-verbal means.
2. Students will be able to identify varied types of emotions that might take place under differing conditions.
3. Students will demonstrate an understanding that expressions of emotion are natural and desirable.
4. Students will determine the need to control emotions in varying situations.
5. Students will develop an understanding that other people will react to them as a result of how they act or the emotions they convey.
6. Students will indicate an awareness that frustration can lead to a variety of behavior patterns including fantasizing, rationalization, and projection.

Suggested Strategies

1. Placed in differing situations, students will role-play their emotional reactions without carrying on a conversation.

2. Provided with varied emotions, students will be asked to paint, sculpt, or otherwise display how they would portray the emotion without words.
3. The teacher will discuss and assist students in categorizing emotions--both positive and negative.
4. Given an unfinished story involving emotions, ask students to complete it.
5. Pair students off and have one student act in a specific way; have the other student explain personal reactions.
6. Present a value clarification exercise on student attitudes toward others showing specific types of emotions.
7. Hold small group discussions for identifying the benefits and harm of showing emotions, using decision-making exercises.
8. Read a selection on how people react to frustration with behavior such as eating disorders. Discuss personal observations of this, including why people alter eating patterns to conform to a distorted view of what one's body should look like.

APPENDIX O

SOCIOLOGY FOR ELEMENTARY AND SECONDARY STUDENTS

These sociological experiences will help you take a reflective inventory or tour of your life to identify the incidence and encounters in which you interact or interface with other human beings. You will make a log or journal of each event or encounter for a day, a week, a month, a year, a lifetime. For each event or encounter, note the situation or setting. What position do you hold in the group, or who are you in the encounter (daughter, classmate, employee, team member)? Who are the other people in the situation (aunt, bus driver, best friend)? What kinds of behavior are expected in each position you and the other people hold?

In your log, identify how or why the group situation exists, its function, or purpose. How do you get into the group? How do you know you belong? Is the group exclusive? Are all members of the group equal? Why or why not? How frequently, and for what duration, does the group exist? Do similar groups exist elsewhere? Why and with what variations? If some groups exist for generations, why do they persist and what impact do they have on the members? Are the groups found universally in the past or present culture?

How many groups do you belong to or participate in? How do you and the other group members know what kind of behavior is expected? What happens if the expected behavior is violated? Do the groups you participate in hold conflicting or contradictory expectations of your behavior? What is the range of feelings you personally experience because of these conflicting expectations? Are any of the groups to which you belong hostile toward each other, and why? What is there in your group or interactive experience with other people that produces stress, pressure, competition, conflict, cooperation, accommodation, assimilation? What are the results of stress and these other social processes?

Why do so many groups exist? Could human beings survive without groups and interpersonal interaction? How do groups maintain themselves? How do groups change over time and across cultures?

Little imagination is required to understand that we humans are social beings. We are rarely alone. Much of our learning, and most of our problem solving, takes place in a social context. In fact, we claim our personal identities largely from the positions (status) we hold in various groups and the expected behavior associated with those positions (roles). Even when we think we are alone we carry, in our heads, the culture and traditions of our prior social experience.

In a world increasingly dominated by "high tech," people grasp for "high touch." As the world's size and space shrinks in the face of expanding technology, people everywhere are brought into contact with many societies and varied cultures. We are becoming increasingly a "global society." As people become more mobile, there are demographic shifts and increased population in certain places. These demographic changes result in new types of social and cultural contact and the reallocation of resources. These changes call the "social processes" into full play. From a sociological perspective, the world of today and tomorrow will be characterized by increased technology, alienation, interdependence, mobility, urbanization, cultural pluralism, and change.

Mission and Definition

We have been assessing the world of social reality. It is obvious that effective living requires intelligent and informed participation in a world of complex relationships and innumerable patterns of human interaction. It is this reality which is addressed by the discipline of sociology. Sociology aims at understanding (making sense) of human interaction. It defines and examines the institutional structure, community patterns, social and cultural change, organization and structures, roles, rules, relationships, conformity and deviance, socialization, the dynamics of the social processes, and the individual and society. In part, sociology confronts the age-old questions: "Why am I?" "Who are you?" "How do we deal with each other?" Effective living and participation in a democratic society moving into the twenty-first century requires sociological literacy.

Learner Outcomes

1. Method and Theory

- a. Students should be able to identify and apply appropriate research techniques and skills, such as participant observation, survey, controlled experiments, case studies, secondary research, community analysis, network analysis, and comparative research.
- b. Students should demonstrate the ability to read, understand, summarize and use brainstorming, futures wheels, scenarios, pie charts, bar graphs, age pyramids displaying categorical population distributions, tables showing frequencies, and simple quantitative measures such as percentages, ratios, mean, mode, and median reflecting sociological data.
- c. Students should be familiar and able to evaluate ethical codes of behavior concerning research with human subjects.
- d. Students should be able to recognize and evaluate different sociological orientations and perspectives related to research and research findings.

2. Institutions

- a. Students should be able to identify the five major social institutions and assess their impact on the individual, culture, and society as a whole.
- b. Students should be able to demonstrate an understanding of the inter-relatedness of social institutions.
- c. Students should be able to compare institutional patterns in different societies.

3. Social Control

- a. Students should be able to distinguish between formal and informal, external and internal, means of social control.
- b. Students should be able to explain the dynamics of collective behavior, such as crowds, mobs, and masses, especially as they relate to individual conduct.

- c. Students should be able to recognize and analyze other forms of social persuasion.
- d. Students should be able to describe forms of deviant behavior and analyze and evaluate the impact of deviance on society.

4. Culture

- a. Students should be able to identify and describe the elements of culture, such as language, symbols, norms, values, beliefs, time-space, artistic, and status expression.
- b. Students should be able to demonstrate an awareness of the inter-relatedness of the various elements of culture.
- c. Students should be able to recognize, describe, and explain the similarities and differences among cultures.
- d. Students should be able to demonstrate an understanding of the effects of cross-cultural contact, such as ethnocentrism, culture shock, prejudice, stereotyping, acculturation, diffusion, and adaptation.
- e. Students should be able to identify, use, and evaluate the concepts of cultural values, cultural pluralism, and cultural relativism.
- f. Students should be able to identify and assess the cultural elements and forces which influence the speed and direction of social and cultural change.
- g. Students should be able to identify and explain the universal and unique qualities of culture, the role of tradition, continuity, and change.
- h. Students should be able to identify and explain the interrelatedness of culture and personality.

5. Social Organization

- a. Students should be able to identify and explain the general characteristics of groups, such as primary, secondary, formal, informal, in-groups, out-groups, reference groups, kinship, and ethnic groups.
- b. Students should be able to identify and explain the elements of group formation, maintenance, and change.
- c. Students should be able to differentiate and evaluate the processes of cooperation, competition, conflict, accommodation, and assimilation.
- d. Students should be able to demonstrate an understanding and evaluation of power, leadership, leadership styles, communication, pressure, propaganda, and rumor on group structure and function.
- e. Students should be able to recognize and assess the stratification characteristics of a society, including class, gender, status, mobility, power, property, and prestige.

- f. Students will be able to identify different systems of stratification.
- g. Students will be able to demonstrate an understanding of minority status and ethnicity and how they relate to social stratification and mobility.
- h. Students should be able to distinguish and describe different types of communities, such as territorial, interest-based, urban/rural, and ethnic, as well as patterns of community development and change.
- i. Students should demonstrate an understanding of the nature and impact of bureaucracies.

Cognitive Concepts of Sociology

Social Institutions

Family

Kinship patterns

Nuclear/extended families

Education

Formal

Informal

Religion

Beliefs

Practices

Economic Organization (see

Economics)

Government (see Political Science)

Socialisation

Folkways/mores

Norms/values

Sanctions

Roles

Language

Collective behavior

Social Stratification

Groups

Status: Ascribed/achieved

Class

Ethnicity

Segregation

Social mobility

Gender

Social Change

Social Progresses

Cooperation

Competition

Conflict

Assimilation

Accommodation

Social Problems

Cultural lag

Deviance

Generalisations

1. Norms define the boundaries of social interaction.
2. Differentiation of social roles is based on sex, age, kinship, and occupation.
3. Complex technological societies tend toward greater stratification.
4. Social interaction involves cooperation, conflict, assimilation, or accommodation.
5. Each society develops institutions to aid the socialization of its members.

6. Socialization is the process by which the individual becomes a functioning member of society.
7. Human survival depends on living in groups.
8. The quality of human existence is dependent on the degree of intergroup cooperation.
9. Groups maintain an internal solidarity and stability of membership by attitudes of exclusiveness.
10. Patterns reflect the degree of social mobility and stratification in a given locality.
11. Social problems arise from a lack of integration within a society.
12. Ecological processes have resulted in continuously changing patterns of population distribution.
13. Collective behavior (frequently) permits individual deviation from societal norms.
14. Groups exercise social control over the activities of their members through a system of folkways and mores.
15. Recidivism may be a result of the failure of correctional measures to rehabilitate offenders.

Example

Placement: Senior High
Concept: Social Role

Competencies

1. Students will be able to define and illustrate the following: social role, role change, and role conflict.
2. Students will list all the roles which they assume in the course of one week.
3. Students will classify these roles according to the following categories: ascribed or achieved.
4. Students will identify the required roles expected of people in specific social positions in our society.
5. From research on other cultures, students will compare role expectations based on sex and age in different societies.
6. Students will be able to recognize examples of and reasons for role conflict in their own lives.
7. From readings, students will give examples of role alteration caused by changes in society.

Suggested Strategies

Teachers may use:

1. Simulation Games

Have students play a simulation game such as "Ghetto" in which they assume the roles of the individuals described in profiles selected; or "Generation Gap" which will illustrate role conflict in family interaction.

2. Research

Have each student select a sex, age, or occupational role to research in primary source collections dealing with the social history of America and present class report on this work.

3. Case Studies

Have students read sociological studies of other cultures and list the variations in the sex and age roles in these societies. Panel discussion on comparison with contemporary American role expectations.

4. Films/Filmstrips

Show films such as the series "The Many Americans" dealing with life styles of children, and form minority groups--Puerto Rican, Afro-American, Chicano, Oriental--to determine the effect of minority group membership on role expectations.

APPENDIX P

A MODEL OF ELEMENTARY SOCIAL STUDIES

Social studies is a basic subject that derives its goals from the nature of citizenship in a democratic society closely linked to other nations and peoples of the world. It draws its content primarily from anthropology, economics, geography, history, political science, psychology, sociology, as well as interdisciplinary studies involving social sciences (Minnesota Board of Education definition). It is taught in ways that reflect an awareness of the personal, social, and cultural experiences of learners.

CURRENT STATUS

It has been my experience that teachers at the primary level have little difficulty integrating concepts of global education and the study of the developing world into the K-3 curriculum, a situation attributable largely to the cultural universality of concepts stressed in the instructional objectives of this level. Opportunity for identification (empathy) with similarities of all humans, so necessary to later-life acceptance of others, are integrated throughout all areas of the curriculum.

Families are basic to all cultures. Lullabies sung in thousands of different languages intend to transmit the same comfort and security. Nursery rhymes entertain and teach similar lessons. All children are affected by their relationships to their families and health and abusive practices are distributed globally. Although family configurations show many variations, their function is fundamental--to nurture, to support and to be supported.

Neighborhoods, communities and cities exist in all cultures and were established in geographically similar locations, for similar reasons, to perform similar functions. Inquiry at the primary level, "discovered" by the students, yields data about the importance of the following in the location of major world cities: confluence of major rivers, harbors, plains, nearness to boundaries of geographic transition, climate, topography etc. There are well and ill-planned cities and sections of cities in all nations as there are people of upper, middle and low income of most cities, although percentages in each category vary substantially. Students will be curious about the universality of this phenomenon and deserve honest answers: the causes of poverty are also universal. Children, having learned about their own families, neighborhoods, cities and communities, are fascinated with the diversity to be within the sameness of function when given examples from the developing world; examples that confirm the importance of their learning by demonstrating a concept that is theirs personally to understand but is also applicable to and is "as wide as" the world!

Tied to the above, a study of basic human needs and how people everywhere strive to meet those needs to the very best of their abilities, allows students to view families, neighborhoods, communities and cities, particularly those of difficult and impoverished conditions, without condescension. Grasping the universality of the basic needs of food, shelter, clothing, clean water, love and esteem, provides a basis for understanding and linkages. These needs, when seen from an anthropological point of view and taught through inquiry methodology, become fascinating, real-to-life problem-solving opportunities. Through this process, a "hut," "shack" or "shanty" become a "home"; a sari a logical choice of dress, and fufu, cola nuts or kangaroo, sensible foods to eat and are the result of anthropological 'decisions' very similar to those the students themselves would make if they found themselves in a parallel setting.

Given detailed geographic and environmental descriptions of hypothetical locations, students in small cooperative groups can create a culture that will feed, clothe, and provide shelter, love and a reasonable sense of physical and emotional safety for themselves. Making large maps illustrating the basics of the culture facilitates sharing with other groups. The following questions can direct inquiry beyond basic needs into the more specific universals of culture:

- How are decisions made?
- What do you believe in? What are your values?
- Describe your music, art and stories of your culture.
- How is culture transmitted to the children?
- How is conflict resolved?
- How will you react to contact with other humans, hostile and friendly?
- Will these encounters change your culture in any way?
- What if the other group is much more powerful than yours? If so, is it planning a "take-over"?

The above exercise can help children to begin to value culture: to feel that it is personal and inextricably linked to the esteem of those to whom it belongs. They can begin to empathize with the consequences of "outside" alteration of a culture particularly when change was accomplished with force.

True understanding of the universality of human nature and its needs, hopes and fears will enable children to know that a parent, who gives and needs love as each parent in the U.S. does and whose esteem is tied to the welfare of his or her children, does not choose poverty for his/her offspring. People in poverty, unless malnutrition has rendered them unable, are not passive. Their basic needs and basic humanness motivate their actions toward survival and betterment. There are films, stories, story tellers, and problem solving strategies that can be employed to illustrate the active posture of people in the developing world working to improve conditions.

Case studies of particular cultures would effectively extend the above introduction, guiding students to "discover" how the universals are expressed uniquely in each. Integration with all curriculum areas occurs here as students explore language, number systems, literature, art, recreation, music, education of youth, etc. of selected cultures. In studying developing countries, students often notice that they see many young children working on the streets, fields and taking care of younger siblings. This provided an opportune opening to a discussion of the role or function of children in the developing world, and a basis for preliminary discussion of the dynamics of family size and population trends. The function of children in the developing world is integral to the function and survival/success of the family. Although inappropriate to discussion with primary level students, a look at the relationship between this function and feelings of anomie and high suicide rates in developed countries provides food for thought. Are, perhaps, these children suffering the consequences of "over-development"?

Essentially, the primary curriculum will, as the editors advise in the introduction, "depict a wide range of human behaviors, not only suffering and helplessness. People help themselves and cope as best they can with their situation; they work and play and learn; they carry out their traditions and rituals; and they care for their families and communities. These are the realities of life in even the most deprived of circumstances and their depiction is what makes the human experience of poverty realistic and believable." Children at this level, when they begin to see poverty realistically, will concurrently begin to understand that is the conditions, most of which are the results of external factors, rather than the inability or defectiveness of the people that determine lifestyles.

SOCIAL STUDIES INSTRUCTION IN GRADES K-6

Kindergarten (Self)

Content in the kindergarten classroom focuses on boys' and girls' egocentric concerns and is largely related to self, but reflecting diverse children from different races, ethnic, and socioeconomic groups. Important questions are: "Who am I?" "How am I like other children?" "How am I different?" Skills to be learned include: working in groups; using classroom tools such as scissors and crayons; sharing, time, space, and materials; developing such inquiry skills as observing, comparing, grouping/classifying; interpreting and inferring; expressing ideas and feelings verbally and visually; representing real things and real people with symbols; perceiving simple spatial relationships or objects in classrooms, home, school, and places in the community; and developing a sense of social participation by helping those in need.

First (Family)

Many of the learning experiences should be related to groups, especially the school, home, and family. Families/homes around the country and world will be studied. Questions should be asked such as: "What is a family?" "Where and how do families live?" "What are family needs and wants?" "What are roles and rules in families?" "What are some changes in families now and then?" Major focus will be on the cultural universals of food, shelter, clothing, water, love, and self-esteem. A major function of the family and school is to nurture, support, and be supported. "How do I behave in groups?" "What are my responsibilities?" "How do others behave in groups?" "Why are groups formed?" "What are the groups in my community?" "What about groups in other parts of the world?" Skills to be introduced or extended include: cooperation and problem solving now extended to include hypothesizing and predicting. The child also can begin to develop such location skills as using directions and interpreting a legend or key. They also can begin to identify and acquire information and data necessary for understanding a complex issue.

Second (Neighborhood)

Many of the activities from first grade will be reinforced in the second grade but should focus on the family/home in the neighborhood and its interdependence with other neighborhoods. Some of the new questions asked are: "How did our neighborhood begin?" "Who are some of the people we depend upon in the neighborhood to help us?" "How are we dependent on other neighborhoods?" What are neighborhood needs and wants, rules and roles, and work and play? Valuing skills should be introduced if they have not been previously. Map skills may now include reading from flat wall maps, determining direction and distance by using scale, and relating location of neighborhood to state, nation, and world.

Third (Communities)

The major focus of the third grade curriculum is to extend the family, home, school and neighborhoods into the community and relate to various types of communities around the world in which people live and work. The diversity of types of communities found throughout the world provides content for developing and extending individual interests, exploring many occupations, and understanding the values and value systems. Many opportunities for developing maps, communication skills, organizing and using different types of information, inquiry, intercommunication using interaction and many other related skills. Such a checklist might include: I can understand how to read legends on maps; I listen to and respond to other children's ideas; I complete my tasks and encourage others when working on a committee; I know how to help and be a chairperson of a committee; and I know how to conduct an interview.

As is the case with the primary curriculum, development education content can also be woven into the standard intermediate curriculum. It does, however, require more thought and imagination to effectively integrate at this level. In this section, two approaches to intermediate study will be presented in the hope that both will be used. The first will suggest how development concepts can be inserted in the standard intermediate curriculum: grade four-states/regions; grade five-the nation; grade six-the world. The second section will present development content appropriate to study at this age--content that can either be integrated into standard grade-level work or can comprise a separate classroom study. This section stressed a historical perspective of development. The lack of this perspective dangerously skews our perception of today's "state of the world" and is at the root of a great deal of global misunderstanding. If a teacher chooses not to pursue a separate development study, hopefully, he or she will choose to convey the historical perspective through the integrated approach.

Fourth (Regionalization)

In discussing **states and regions** in grade four, the concept of state can be treated as a universal. What constitutes a "state" regardless of where on earth it occurs? What are the reasons for having states? How are boundaries determined? What problems could arise if boundaries are determined many hundreds of miles from the land itself and by people not of the land? When/where has this been a problem in U.S. history. Does it remain a problem anywhere in the U.S. today? In what parts of the world has it been a problem or is still a problem? Do other countries have different names for the concept of "state"?

Students could study "sister states" in developing countries and look at why governments, economies, values, culture, and lifestyles are as they are. States at similar latitudes in the southern hemisphere could be examined for similarities and differences, always looking at the causes of the differences and similarities.

The concept of region can be treated similarly. What constitutes a region? Are their regions on other continents that share properties of the Pacific Northwest, the Great Plains, the Southwest, the Northeast? Why is there sometimes friction among regions? Choosing a region in a part of the world that is either very similar or very dis-similar to that in which the student lives, he or she can use the six social sciences to structure a study of why this region is similar or dis-similar. How are the problems or successes of the region related to the interactions of geography, economy, history, anthropology, sociology and psychology? Having students conduct this study and to report their findings as if they were a citizen of this region is often effective in reducing students' ethnocentrism toward the region.

Fifth (Country)

At grade five, most social studies textbooks deal with the concept of **nation**. An inquiry sequence in a study of nation would closely parallel the process outlined for state and region. What constitutes a nation? Is it different from what existed before nationhood? In what ways are nations "born"? What happens to the old nation when a new one takes its place i.e., the Sioux nation, the Ibo nation, the nation of Rhodesia? What are the significant differences between a colony and a nation? How does the colonization of the U.S. compare to that of other parts of the world? What is revolution? How and why did revolution happen in the U.S. and where, how and why is revolution happening today? Why do most revolutions today occur in the developing world? How does a nation choose a government? What choices are available? Who in the country chooses? What kind of governments are today's "new" nations choosing and for what reasons are they doing so? Do governments always work the way they are "supposed to" and do they work equally for all people governed by them?

What is civil war? How and why did it happen in the history of this country and where, why and how is it happening today? How are the civil wars of today similar to and different from those of the past and what roles do the super powers play? For what reasons are these roles played? What are the effects of the roles of the super powers? What has been the outcome of selected civil wars?

Essentially, with every area of study, look for parallels in other parts of the world and look for them in both the past and in the present. Additionally, while studying U.S. history, encourage students to begin to look at history "horizontally"--to learn of what were the prevailing world conditions and significant world events concurrent with those they are studying. Such knowledge provides a global context in which to place what is learned and is essential to the acquisition of a global perspective.

Sixth (The "Old World," Especially That Which Provided Immigrants For Minnesota)

At grade six the traditional curriculum, at long last, permits the students to enter study of the interdependent **world** in which they have been living, but learning little of, for eleven years. Development education "fits" conveniently here but most effectively if the groundwork for it is laid in the preceding grades. A development integration in grades one through five teaches the commonality of concepts and the commonality of their application. The "world" has been taught in **self and family, in school, neighborhood and community, in states/regions, and nation** as children were learning about themselves. To teach of the world without this understanding is to teach of a "world apart"--apart physically, intellectually, and emotionally.

The sixth grade teacher receiving students without the benefit of five years of development orientation will have to work harder to counter the "world apart" orientation--to help students understand the myriad of linkages in the past, the dynamic of those in the present and the consequences of the projected proliferation of future connections. The content proposed in the following section is meant to provide a development education "base" which must be first built to ensure the fairness and honesty of the study of **world** that will be constructed upon it. Without this base, the textbook will undoubtedly reinforce stereotypes and distorted images of the developing world.

Essentially, the introductory study poses two questions and intends to instill in students one belief. The questions: "What is the state of the world"? and "How is it that the world arrived at its present state?" The belief: The world came to its present state as a consequence of human actions. So can it be changed as a consequence of human actions.

Such a study would begin by asking students what it is that they know about the world. Answers are recorded in writing for all to see. Working in small groups, ask students to classify this information. Groups will report their categories to the class. Do some categories concern them more than others? Why? There is likely to be category of "problems." Generate a list of these and focus a discussion on what they perceive to be the causes of these problems, emphasizing those that relate to development and including those that result from possibly "too much" development. Record them and pursue a secondary line of questioning that asks students to look for the "causes behind the causes." For example, if hunger is a problem and drought is a cause, ask if anything other than lack of rain can cause or contribute to the severity of the drought. Students, at this stage, will not be able to understand many of the "causes behind the causes." Encourage them, however, to keep this question foremost in their minds as the study continues.

In discussing the problems, ask students to identify the geographic areas that they associate with the problems. Locate these areas on a world map and ask students to comment about the distribution. The concentration will undoubtedly be in the South. Ask why they think this is so. List the words that are used to refer to this part of the world. In looking at the terms, what generalizations can be made about them? Nearly all are negative, comparative, suggest a we/they separation, imply inferiority etc. Does this observation bring to your mind any questions? In addition to those questions posed by the students, the teacher might ask: From where do you think these terms originated? Is this the way the developing world refers to itself? How might you feel being described in such a way if you were from the developing world? Do these words portray an accurate image? What does being "developed" mean anyway and what is development? Once developed, does the process halt or does it progress to an "overdeveloped" state? What are the problems related to this condition?

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The preceding information was compiled by Dorothy Hoffman, Global Education Center, University of Minnesota.

Elementary Social Studies Issues

In a recent University of Minnesota study by Hanson and Kimpston, 96 elementary schools geographically representative of Minnesota were studied. Less than 50 percent reported having established a set of educational goals. Of the less than 50 percent with goals, 75 percent submitted Phi Delta Kappa goals. Only a small percentage indicated they had school or subject area goals that relate to overall district goals. There was little indication that the schools gave any attention to the vertical (between one grade and the next grade) relationship of the district's goals to what was being taught at various grade levels. By not specifying unit or lesson objectives and their relationship to grade level goals, congruence between school goals and the K-12 curriculum would seemingly occur only by chance.

This same study also reported that less time each day was spent on social studies in its primary grades (1-3) than the minimum recommended by the Minnesota Department of Education. The average was five minutes of social studies per day. In the intermediate grades (4-6) slightly more time was spent than recommended by the Minnesota Department of Education. Here the average was from twelve to thirteen minutes per day.

This study concluded that the majority of schools did not teach problem solving strategies and critical thinking skills that would enable students to go beyond simple reflections of literal meaning (see Chapter V for help in problem solving and critical thinking).

In addition to low-level skills, unclear goals and objectives, and limited time problems, many elementary teachers tend to focus social studies instruction on a narrow view of history as men exploring and fighting wars, and of geography as locating the countries. Economics as buying, selling, saving, and allocating; sociology as living in groups and subgroups; psychology as good mental health and self-concept; and political science as how laws are made, enforced, and judged in different societies are too frequently not considered social studies.

In 1982 and 1986, the Minnesota Assessment of Educational Progress tested 5,645, or ten percent, of the fourth graders. They hold a slight advantage (.4%) over fourth graders in the nation and scored slightly below (.8%) under the Central United States. This 1982 and 1986 performance was an improvement over the 1977-78 performance (up 2.7%).

Trends in Elementary Social Studies

The many national reports have caused discussion about many topics including higher expectations, clear goals and objectives, better evaluation of student progress and more and better forms of recognition for students and teachers. Most educational decision makers are providing planning time for continuing educational improvement more than in previous years. The Minnesota Legislature provided over \$150,000 for upgrading elementary and secondary social studies educators during the 1983-85 fiscal years. The publishers of textbooks and other materials are incorporating multidisciplinary social studies concepts and higher level skills that focus not only on the past and present, but also on the future as it emerges. These new materials have lessened their content providing for a global perspective.

Implications for Continued Improvement

Until local districts determine their need for written agreed-upon goals and learner outcomes for social studies, I am not optimistic about any further improvement in student performance. For districts to develop written and agreed-upon learner outcomes, time is essential for appropriate teachers, administrators, and other citizens to be together during extended periods of at least half days. Too many educators think all a teacher needs is a textbook. All educators know that learning at one grade level but not reinforcing it in succeeding grades results in forgetting what was learned. Qualitative planning time for teachers to be together to identify, agree, and publish what students need to know and be able to do is a must.

APPENDIX Q

A GLOBAL SOCIAL STUDIES ELEMENTARY PROGRAM

The primary curriculum: reinforcing "oneness"

GRADE 1 - SELF/FAMILY

All humans have some basic needs: food, shelter, clothing, water, love, and self-esteem. All families try to meet those basic needs in the best ways available to them. Parents everywhere want what's best for their children. Children are hugged, kissed, teased, punished, rewarded, cradled and sung to. All children imagine, fear, hope, daydream, are sometimes "good," and sometimes "bad," and want to please adults. All children are most healthy if they have an adult helping them to think good things about themselves. All learn about the values of their society through games, art, stories and modeling.

Stevie Wonder's Song "The Greatest Love of All" and Kahlil Gibran's poem "The Prophet" are excellent illustrations of the above statements.

GRADE 2, 3 - SCHOOL/NEIGHBORHOOD/COMMUNITY

Although family configurations show many variations, their function is fundamental--to nurture, support, and be supported.

Neighborhoods, communities, and cities exist in all cultures and were established in particular locations, for similar reasons, to perform similar functions. There are well- and ill-planned cities and sections of cities in all nations as are there people of low, middle, and upper incomes, although percentages in each category vary substantially. People adapt as best they can to surroundings: a "hat," "shack," or "shanty," in the child's mind can then become a home: A sari may be a logical choice of dress, and fufu, cola nuts or kangaroo meat may be sensible foods to eat--the results of anthropological "decisions" very similar to those the students themselves would make if they found themselves in a parallel setting. Help children recognize school/community neighborhood whenever it occurs? What constitutes these concepts? How do these institutions meet the needs of people? How do they not? For whom do they not work?

GRADE 4 - STATE/REGIONS

What constitutes a "state"? What are the reasons for having states? Why are boundaries drawn where they are? Do all nations have states? What are other names for the same concept (province; prefectural)? Why do some nations not have states? Apply the same questions to regions. How are states/regions connected one with another (interdependence)? (Use all social sciences in the discussion: economics, sociology, psychology, anthropology, history, and geography. Why is there sometimes friction between one state/region and another? In studying state/region, address six global themes throughout. Include current problems of the state/region, and who are most affected by them.

GRADE 5- NATION---LINKS!!

What constitutes a nation? How does a nation come about? What happens to the old nation if a new one takes its place, i.e., the Sioux nation, Cheyenne, Rhodesia, etc? Oldest nations to newest nations. What is a revolution? Why? How? Where is revolution happening today? What is Civil War? Why? How? Where today? How are nations governed? How are systems of government created? Major world political ideologies. Are protections/promises of a government available equally to all members of the nation? Labor problems--links to global labor issues.

GRADE 6 - WORLD---CAUSES

How did the world get to its present state? History of people on the earth--anthropologically, ethnically, technologically, geographically, economically, etc. Effects of the major world trends on its people--the industrialism, agricultural revolution, colonialism.

"The world got the way it is today as a consequence of human actions--so it can be changed as a consequence of human actions."

Longfellow School Staff, Minneapolis

CURRENT EVENTS SHOULD BE TAUGHT IN PRIMARY CLASSROOMS

David Earle, *The University of Texas at Austin*

Have you ever tried to discuss current political or economic issues with a seven-year-old? It seems to be all but impossible. How can a child who believes that New York, Missouri, and Texas are all countries discuss the President's foreign policy? How can a kindergartener who thinks that "change" is an excellent source of income understand the circular flow of money? How can a student who has never traveled unaccompanied beyond his or her neighborhood explore the issues surrounding busing to achieve racial integration?

Frequently, many primary students seem almost completely ignorant of events, people, and places in the world around them. Many parents and teachers therefore assume that these students are not ready to learn about such things and are not interested in learning about them. This assumption is erroneous. Hess and Torney² and Greenstein³ discovered, through their research, that by the time American children enter school, most of them can identify the President and have a strong feeling of affection for their country and its government. Hess and Torney also discovered that by the eighth grade, the political attitudes and values of many students are well formed. The elementary years, therefore, are important in the process of political socialization.

It is true that primary students' ideas of government and current affairs are riddled with misconceptions. This does not prove that they are uninterested or that they are incapable of learning; it simply means that they have not received adequate instruction in these matters. Certainly, there are limits to the quantity and complexity of the information that primary students can handle; but they can begin to learn the names of important people and interesting places. They can also associate people in the news with particular places and events. This is not to suggest that we fill first-graders' minds with trivial, irrelevant facts, but that we develop their awareness of the larger world beyond their neighborhood. The objective in teaching current events to primary students is only partially to inform; it is primarily to stimulate interest in the community, state, and nation, and to establish in them the habit of paying attention to news of current affairs.

A major problem in teaching current affairs to primary students is determining their areas of interest, their levels of knowledge, the extent of their misconceptions, and their ability to understand a given issue or concept. The following ideas are efforts to blend diagnosis and instruction:

1. *The Daily News.* I clipped articles from the local newspaper that I thought would be interesting and informative to primary students. In one week, I found over twenty-five articles, most of them with an accompanying picture. The articles included information about an upcoming election, school desegregation, and work of "community helpers," such as people in the police department and fire department. Several articles were of historical interest. There was a story about the organization of the local Red Cross chapter

in 1916, while other articles were about people from other countries who brought their traditions and culture to the United States. There were several articles on local problems, the pollution of a local stream, and the need for an ordinance on billboards. The newspaper can be an invaluable source of information that is often ignored in the primary classroom.

Cut out any accompanying pictures and summarize the main idea(s) in the article on a poster-sized sheet of newsprint. Then use this rewritten article as the basis for your lesson. Ask questions and invite questions. Use your time for current events to diagnose what students know and where their interests lie. The information gathered can form the basis of the regular social studies lesson.

For example, an article on an election might stimulate study of campaigns, advertising, and voting; or it might lead to thinking about the concepts of democracy, leadership, and representation. An article about a new factory in town could lead to investigation of anything from modern technology to the circular flow of money through the economy. The possibilities are endless.

If "The Daily News" is, in fact, used daily, it won't be long before students will be finding their own articles to bring for discussion; and, by spring of the first-grade year, students will be able to write their own summaries of certain stories.

2. *Small-Group Discussions.* Some events demand serious discussion; for example, those involving the American hostages in Iran, the election of a President, and the shooting of a President. Small groups can provide a setting where a teacher can probe student understanding and feelings, address misconceptions, and respond to feelings. Even though a group of first-grade girls had heard at least some news from Iran each week for a year, they still were not sure if there were cities in Iran—or even if the Iranians used automobiles. They could not name the Iranian leader, although they could describe Ayatollah Khomeini. However, they did understand that Americans were prisoners in a far away, very different place, and, above all, they were interested and concerned. Outside the small-group discussion, their interest and concern would have been much harder to detect and their understanding would have been more difficult to foster.

3. *The Opinion Poll.* Equip a corner of the room with a tape recorder that students can operate. Post a few questions asking for factual information and opinions regarding current affairs. Questions may concern anything from a situation in a local school to an international crisis. Ask students to record their opinions on tape. Also, encourage them to ask questions about news items that they do not understand. When the teacher learns of student opinions and questions, the recordings can provide the basis for regular social studies lessons. The opinion poll motivates the student to attend to current events and to think about current events, while it provides the teacher with a diagnostic tool to assist in formal lesson planning.

Current events have seldom been a regular part of the primary curriculum, but they should be. Primary students are curious about their world and eager to learn. Identify areas of student interest and capability, and make a point of integrating current events into your primary program. The results will be worth the

¹For an interesting analysis of the understandings that children have of social phenomena, see: Hans Furth, *The World of Grown-Ups: Children's Conceptions of Society* (New York: Elsevier North Holland, Inc., 1980). Furth provides transcripts of interviews with dozens of children, and he suggests a developmental theory of social understanding derived from the work of Piaget.

²Robert Hess and Judith Torney, *The Development of Political Attitudes in Children* (Chicago: Aldine Publishing Company, 1967).

³Fred I. Greenstein, *Children and Politics* (New Haven, Connecticut: Yale University Press, 1968).

APPENDIX R

CHART 1-1 CHARACTERISTICS OF MORE DESIRABLE AND LESS DESIRABLE SOCIAL STUDIES PROGRAMS

More Desirable

1. Subject matter drawn from a broad range of social sciences; the humanities; and the experiences of pupils.
2. A world view with attention to non-Western, non-Christian cultures as well as those of the West.
3. Greater informality, more discussion; more pupil and small group participation.
4. Use of multiple resources including newspapers and news periodicals with an emphasis on concept development.
5. More use of in-depth studies as cases and examples; learnings generalized and transferred to other situations.
6. Application of learnings to out-of-school settings through social service.
7. Thinking emphasized as a major concern of social studies; inquiry strategies encouraged to develop reflective processes.
8. Emphasis on pluralism and the contributions of many cultures.
9. Value decision making and a rational approach to value education.
10. Truthful pictures of social reality; greater urban and rural focus; more attention to changes due to science and technology; speculation on the future.
11. Use of open-ended approaches to problem resolution; thoughtful responses and questions.
12. Concern with racism, sexism, and racial and sex-role stereotyping.
13. Many options available to teacher in terms of various programs, texts, materials, and teaching strategies.
14. Reward of pupil behavior that is inquiring; expects and requires pupil to make choices and decisions; requires reasoned obedience; helps pupil learn how to learn.

Compiled by John Jarolimek, University of Washington, Seattle.

Chart 1-1 (Contd.)

Less Desirable

1. Heavy reliance on history and geography.
2. Emphasis on Western culture, ignoring large parts of the world.
3. Rigid and formal programs; recitation procedures common.
4. Much textbook [and workbook] teaching; fact oriented.
5. Tendency to cover large areas and topics as in a survey.
6. Little relationship between in-school program and out-of-school behavior.
7. Little emphasis on thinking [and applying to student's world] as a major outcome of social studies.
8. Emphasis on melting pot ideas.
9. Value taught through exhortative procedures and by indoctrination.
10. Distorted pictures of social reality; failure to recognize the impact of science and technology; a largely urban focus; emphasis on the past.
11. Finding the right answers; memorization of answers.
12. Little if any attention to racial and sex-role stereotyping.
13. Few options available to the teacher in terms of program design, teaching materials, and teaching strategies.
14. Reward of pupil behavior that is obedient, unquestioning; few pupil decisions required or expected.

APPENDIX S

FEEDBACK/WHERE WE HAVE BEEN/WHAT WE HAVE GAINED/WHERE TO GO NOW

I have learned that:

- 1)
- 2)
- 3)
- 4)

I have learned to:

- 1)
- 2)
- 3)
- 4)

I have come to believe that:

- 1)
- 2)
- 3)
- 4)

I am now committed to:

- 1)
- 2)
- 3)
- 4)

The consultant who conducted this session was:

APPENDIX T

INFLUENCE INSTRUMENT

1. In general, how much influence do you think the following people, or groups now have in making decisions about the social studies program in your school? Please indicate how much influence each person or group has by circling the appropriate number.

	<u>None</u>	<u>A Little</u>	<u>Some</u>	<u>Consid- erable</u>	<u>A great deal</u>
a. The local school board	1	2	3	4	5
b. The superintendent	1	2	3	4	5
c. The building principal	1	2	3	4	5
d. The social studies supervisor/coordinator	1	2	3	4	5
e. Teachers	1	2	3	4	5
f. Students	1	2	3	4	5
g. Parents	1	2	3	4	5
h. College consultant in social studies	1	2	3	4	5

2. Now go back over the list and indicate how much influence the persons or group should have in making decisions about the social studies program in your school. Draw an arrow from the original circled number to the number representing the influence they should have.

1 2 3 4 5

If you think the amount of the influence should remain the same, draw a second circle around the first one:

1 2 3 4 5

APPENDIX U

EFFECTIVE CITIZENSHIP EDUCATION: A BASIC GOAL OF EDUCATION IN THE UNITED STATES

(One key element of citizenship is understanding the Constitution and Bill of Rights. This paper was written prior to the 1987-91 Bicentennial celebration plans. For the latest opportunities contact the Minnesota Department of Education)

Committee on Citizenship Education
Council of Chief State Officers
(Reprinted by permission)

"A people who mean to be their own governors must arm themselves with the power which knowledge gives." With these words, James Madison expressed a concept of citizen education which many Americans have held from the early days of this republic to the present. Thus, in our country, Americans have considered universal education to be a prerequisite for the success of the "American political experiment." Indeed, much of the effort in American education, including the teaching of the "3R's," can be interpreted as the preparation of citizens for civic obligations. State laws have required instruction in federal, state, and local government. In addition, elementary teachers and secondary teachers of social studies have planned and conducted instructional activities relevant to citizenship education that usually go far beyond mandated requirements.

It is the intention of the Council of Chief State School Officers to reaffirm, through this paper, the position that a primary function of public schools in this nation is to prepare students for responsible citizenship, with emphasis on participation in the political process and in the betterment of society. Such a position is particularly important now, for public issues in their increasing complexity are nonetheless of vital interest to our citizens, if they are to understand and function effectively in contemporary society. The ideals of liberty, justice, and equality today depend more than ever on an enlightened citizenry. Whether the American social and political environment will be one where people in future years can live and flourish in freedom relates directly to how well our schools fulfill their obligation of preparing students for their roles as responsible decision makers and concerned citizens.

This paper has three sections, each of which addresses a broad question for renewing effectiveness in citizenship education:

The current status of citizenship education
Goals for citizenship education
How might the nation improve citizenship education?

I. The Current Status of Citizenship Education

Although citizenship education has been a major concern of the United States throughout its history, Americans by no means agree on what "effective citizenship" is, or how it is accomplished. Terms such as, "obedient," "law abiding," "participant," "reformer," and "informed" are all used to describe "the good citizen." However, if asked to define and rank these terms in describing "the good citizen," Americans might find it difficult to reach an agreement. Perhaps we can expect only a loose consensus, since freedom in a democratic system extends for the individual the right to define "the good citizen" and "effective citizenship," each in his or her own way.

Despite lack of agreement on the precise meaning of the term, "the good citizen," there are some common assumptions regarding the purposes of citizenship education--namely citizenship education should:

- 1) Contribute to the student's knowledge and understanding of civic affairs and political institutions and processes;
- 2) Increase the student's understanding of personal responsibilities and rights and the rights of others;
- 3) Raise the student's awareness of citizen-group activities and goals and their significance;
- 4) Contribute toward the student's responsible participation in civic affairs.

In American schools, our students now engage in a variety of activities related to citizenship education. Despite these school efforts, research studies reveal continuing areas of weakness in citizen action. For example, a large proportion of Americans participate little, if at all, in the political processes. Even the right to vote, which in this nation requires little effort, is not exercised by many Americans. Even women's suffrage and the lowered voting age has not substantially improved the situation. Many non-voters, when asked why they failed to vote in a recent election, cited lack of interest in politics as their reason. Surveys also reveal that few Americans have an in-depth understanding of how the government works, and many citizens do not recognize or support some of the basic rights found in the United States Constitution. Unfortunately, the lack of concern for fundamental rights is not restricted to "ordinary" citizens, as the Watergate episode illustrated.

Not only do many Americans fail to participate in political decision making, but many have shown a tendency to disregard their responsibilities to others and to long-cherished institutions. In many instances, individuals have turned their backs on others in need, not wanting to get involved, and some people have tried to secure their demands through destruction of property and a disregard for the rights and basic needs of others. These current-day societal problems have implications for, and point up the necessity of, more effective citizenship education.

There is a gap between the goals for citizenship and some of the practices of our citizens. This may be partially due to the fact that citizenship education, in many cases, is limited to in-the-classroom study of state and national history and government. That concept of citizenship education needs to be expanded to include activities which promote citizen participation not only in the political decision-making process, but also in the areas of social awareness and group responsibilities.

We need not look back to a time when good citizenship existed in this nation, or when good civic education was practiced, for those times were probably never really as good as we remember. What we must do, however, is consider the basic principles of American government as they relate to the complexities of society today in defining goals for effective citizenship education; and, from this consideration, plan activities which promote the individual's participation in the political decision-making process and in the social construction of a better society for all citizens.

II. Goals For Citizenship Education

The Council of Chief State School Officers proposes that all schools consider the seven goals for effective citizenship education listed below. Following each goal are statements which illustrate the meaning of the goal. Underlying these goals and their illustrations is the assumption that citizenship education should not only deal with the rights of the individual citizen, but must also deal with the responsibilities of the individual for the betterment of society through participation in civic and group affairs. The goals and objectives are presented in general terms, partly to stimulate further discussion, and partly because it is questionable whether educators should be overly specific in delineating these particular goals and objectives or in assigning priorities to them. It is simply not the function of public schools in a free society to tell students what to think and do in areas of controversy; rather they should help students understand the issue, the probable consequences, and the different points of view so that they are able to make well-informed decisions and act responsibly. We must not forget that cherished values like freedom, justice, equality, and general welfare often conflict in specific cases and that intelligent adults often differ on how those cases should be resolved, e.g., the Supreme Court has its dissenting opinions.

Not only are the goals general, but the terms used to express these goals are to be understood in their broadest meanings. For example, "citizen," as used in this paper, refers not only to those who by law are citizens, it refers also to people living in the United States as aliens, but who still share many of the same rights and civic obligations that our legal citizens have. The term "civic skills" also has a broad meaning, referring not only to skills needed to participate intelligently in the political system as voter, jury member, politician, or lobbyist, but also to skills needed to participate effectively in groups that play important roles in determining the quality of life in our society. "Civic skills" include the ability to make accurate, critical evaluations of media information as well as those abilities involved in listening, communicating ideas, and encouraging others to express themselves--all skills needed for constructive participation in social groups.

Seven Goals For Citizenship Education

1. The effective citizen should demonstrate concern for the dignity and well-being of self, family, and others, which includes:
 - Treating others with respect and offering help when needed;
 - Supporting equal opportunity for all;
 - Considering the consequences of one's behavior on the dignity and well-being of others.
2. The effective citizen should support the concept of governance by law and oppose unjust applications. This includes:
 - Understanding the need for law;
 - Understanding the processes by which laws are made and changed;
 - Supporting law enforcement by appropriate action;
 - Working toward the revision or repeal of unjust laws.

3. The effective citizen should support rights and freedoms important for human development, which include:
 - Recognizing and fulfilling ethical and moral commitments;
 - Recognizing and understanding basic constitutional principles and rights;
 - Applying constitutional principles and rights in making and judging political decisions;
 - Acting to uphold the rights of all people.
4. The effective citizen should understand the structure, functions, and actual processes of government, which includes:
 - Understanding basic purposes of government;
 - Understanding the need for a variety of political opinions in democratic governments;
 - Understanding the roles played by interest groups in the democratic political processes;
 - Understanding that democracy is dependent upon citizen involvement;
 - Accepting and fulfilling civic responsibilities relating to the effective functioning of government.
5. The effective citizen should understand that civic action is essential and that he or she should participate actively in civic improvement, which includes:
 - Recognizing that each person's civic participation is important;
 - Understanding the many different ways by which one can personally and practically participate in activities which lead to civic improvement;
 - Participating in planning, implementing, and evaluating activities for civic improvements;
 - Assisting others in developing civic skills, in developing a personal sense of values, and in achieving their potential.
6. The effective citizen should have an understanding of the concern for world affairs and national, state, and local civic issues, which include:
 - Recognizing that social, economic, and political conflicts exist;
 - Recognizing and understanding how world, national, state, and local events and trends are often interrelated;
 - Understanding how civic policies affect people's lives;
 - Being aware of major civic problems, considering alternative solutions, and seeking ethical ways to cope with and/or resolve problems;
 - Making serious efforts to keep informed about civic issues of importance.
7. The effective citizen should use rational processes when making civic decisions, which include:
 - Identifying issues involved, recognizing which values (liberty, equality, justice, peace, etc.), if any, are in conflict;
 - Seeking relevant information and alternative viewpoints on important civic questions;
 - Evaluating civic communications and actions carefully as a basis for forming and changing one's own views;
 - Acting responsibly, and being able to justify opinions and actions.

Citizenship Competencies*

1. Acquiring and using information:

- 1.1 use newspapers and magazines to obtain current information and opinions about issues and problems...
- 1.2 use books, maps, charts, graphs, and other sources...
- 1.3 recognize the unique advantages and disadvantages of radio and television as sources of information about issues and problems...
- 1.4 identify and acquire information from public and private sources such as government agencies and community groups...
- 1.5 obtain information from fellow citizens by asking appropriate questions...
- 1.6 evaluate the validity and quality of information...
- 1.7 organize and use information collected...

2. Assessing involvement:

- 2.1 identify a wide range of implications for an event or condition...
- 2.2 identify ways individual actions and beliefs can produce consequences...
- 2.3 identify your rights and obligations in a given situation...

3. Making decisions:

- 3.1 develop realistic alternatives...
- 3.2 identify the consequences of alternatives for self and others...
- 3.3 determine goals or values involved in the decision...

4. Making judgments:

- 4.1 identify and, if necessary, develop appropriate criteria for making a judgment...

5. Communication:

- 5.1 develop reasons supporting your point of view...
- 5.2 present these viewpoints to friends, neighbors, and acquaintances...
- 5.3 present these viewpoints in writing to public officials, political leaders, and to newspapers and magazines...
- 5.4 present these viewpoints at public meetings such as committees, school board meetings, city government sessions, etc...

6. Cooperating:

- 6.1 clearly present your ideas about group tasks and problems...
- 6.2 take various roles in a group...
- 6.3 tolerate ambiguity...
- 6.4 manage or cope with disagreement within a group...
- 6.5 interact with others using democratic principles...
- 6.6 work with others of different race, sex, culture, ethnicity, age, and ideology...

*Remy, Richard and Mary Jane Turner. Basic Citizenship Competencies Project. Final Report Columbus, OH: Mershon Center; Boulder, CO: Social Science Education Consortium, 1980: 165. ED 200 459. EDRS price: MF-97 cents/PC-\$12.65.

7. Promoting interests:

- 7.1 recognize your interests and goals in a given situation...
- 7.2 identify an appropriate strategy for a given situation...
- 7.3 work through organized groups to support your interests...
- 7.4 use legal remedies to protect your rights and interests...
- 7.5 identify and use the established grievance procedures within a bureaucracy or organization...

8. Reaffirm the relationships:

- 8.1 separate issues and people...
- 8.2 invent options for mutual gain...
- 8.3 be hard on issues but soft on people...
- 8.4 focus on interests not on positions...
- 8.5 win/lose participants...
- 8.6 participants on different sides can be friends...

III. How Might the Nation Improve Education?

There are many ways citizenship education might be improved in the United States. The following suggestions are provided for consideration:

- 1. State and local boards of education and various national, state, and local organizations or professional educators could indicate support of this paper or create their own discussion paper on effective citizenship education.
- 2. The U.S. Commissioner of Education could organize and hold national conferences in order to generate recommendations on how citizenship education might be improved. The American Bar Association and state and local bar associations, as well as other national groups, could be among the participants in such conferences.
- 3. Model programs of citizenship education could be identified and disseminated so that those programs, or parts thereof, that are easily exported may be implemented by districts that find the programs compatible with their philosophies of citizenship education.
- 4. A television special could be developed similar to the National Citizenship Test that was produced by CBS in 1965. Possible funding sponsors might include: the major networks, the U.S. Office of Education, the Education Commission of the States, the Council of Chief State School Officers, private foundations, civic and labor groups, or professional, legal and educational groups. The bicentennial year or decade would be an excellent time for this activity.
- 5. Regional and state conferences, involving lay people, students, and educators, might be organized to discuss and consider the questions raised in this paper.
- 6. Curriculum developers and publishing companies have developed citizenship education curriculum materials (textbooks, filmstrips, videocassettes, simulations, etc.) These materials could be listed in an annotated bibliography which related the materials to each of the seven goals, and the bibliography disseminated to appropriate local educators.

7. Programs to encourage young people to register and vote could be developed and implemented in high schools and colleges. Other forms of meaningful political participation might be provided for young people, such as: observing state and local boards in action; serving on advisory councils; and service opportunities with selected governmental offices at local, state, and national levels.
8. Local school personnel could examine conditions in their own schools to see whether they promote the values of a democratic society by helping students develop increased maturity in dealing with meaningful issues. Such conditions that might be examined locally are suggested by the questions below:
 - Are students given the opportunity to offer ideas for improvement? Are the ideas of students treated with respect? Are students encouraged to hear and evaluate the ideas of their classmates?
 - Are students given increased responsibilities in school as they get older? As they get older, do they have more opportunity to influence decisions that affect them in the classroom and school?
 - Are students expected to live up to obligations they have to the school and their classmates?
 - Are decision-making processes of this and other societies studied with an emphasis on realism, on recent scholarship, and on how the actual decision-making processes relate to principles of constitutional government?
 - Do students study policy questions that pose fundamental issues in this society? Does such study help students understand conflicting political values and other complexities? Does it help students develop productive inquiry and decision-making strategies?
 - Are civically active people involved as volunteers to assist the teacher in specific instructional activities? Are students offered internships in community service field experience programs in government and civic organizations? (Such experiences could involve internships for credit in such places as courts, government buildings, hospitals, departments of education, police departments, environmental organizations, and labor and business organizations.)

The eight suggestions above might be discussed in a variety of ways throughout the nation. They may be used separately or in combination. It is our hope that the ideas will be refined in discussion and expanded with the result that citizenship education in the United States will be improved significantly.

NEEDS/RESOURCES DIAGRAM

Home _____

Activity _____

NEEDS I HAVE

RESOURCES I HAVE TO OFFER

FORCE FIELD DIAGRAM

Status Quo:

Goal:

Driving Forces

Restraining Forces

SELF

OTHERS

SITUATION

Establish Priority - Reduce restraining forces
rather than increase driving force

APPENDIX AA

DEVELOPMENT OF AN INTERDISCIPLINARY UNIT

Interdisciplinary Model #1

The following sample units were adapted from outstanding school districts. They demonstrate the curriculum development process of integrating concepts from a variety of disciplines, skills, and affective concepts into interdisciplinary units. Also, the strategies are further expanded from the broad activities to class, small-group, and individual activities. This approach is consistent with a philosophy that encourages varied methods of instruction and supports the contention that it is important for students to learn by a variety of processes.

China: Patterns of Society

Placement: 10th Grade World Cultures

Concepts

Anthropology:	Cultural Change
Sociology:	Social Institution: family, roles, classes
History:	Tradition, continuity, ideology
Economics:	Security
Political Science:	Communism, women's rights
Psychology:	Learned behavior, inborn behavior
Affective:	Objectivity, empathy

Skills

1. Drawing inferences on cause and effect
2. Distinguishing fact from opinion
3. Classification
4. Role playing
5. Presenting ideas to a group

Competencies

1. Students will show their understanding of the prime importance of the family in traditional China by developing this concept in a brief essay, by selecting descriptive statements in a multiple choice exercise, or by illustrating it in a dramatic skit.
2. Students will be able to identify the changes which have been encouraged since the Communist takeover.
3. The class structure which existed in Old China shall be compared with present China.

Strategies

Class

1. Using Chapter 8 in the text as the guide, describe the family system of China and note distinguishing characteristics.
2. From the book, China, Selected Readings, by Hyman Kublin, read "The Family Web" on pages 83-88, or assign individual students to read the article into an audiotape recorder so that other students may use it.
 - a) Students might write their reactions to the implications of the article for discussion in class.
3. From the book Through Chinese Eyes, by Peter J. Saybolt, in the book the class can read "Traditional Family Ethic" on pages 58-63.
 - a) Discuss the importance of the story.
 - b) As a class exercise, complete the handouts from the Scholastic World Cultures Laboratory, on pages 11 and 12, "Families and Names" and "The Traditional Families."
4. Together, the class should attempt to list reasons why reformers throughout modern China would attempt to get rid of the strong family bond. Be sure to include:
 - a) Family solidarity gave economic and social security.
 - b) Helped to weaken state.
5. Read the "Pauper's Co-Op" in Through Chinese Eyes, on pages 50-57. This will explain the cooperative movement in China.
 - a) Also share with the class "Commune System" in "China, Selected Readings," by Hyman Kublin, pages 201-206.
6. Read "Meng Hsiang-Ying Stands Up," in Through Chinese Eyes, pages 72-78. Prepare worksheet to accompany reading.

Small Group

1. Write and stage a Chinese "All in the Family" TV episode bringing out one or more of the following, as they existed in Old China (perhaps videotape this):
 - a) Filial piety
 - b) The role of women
 - c) Ancestor worship
 - d) The role of Confucianism
 - e) The relationship between boys and girls
 - f) The attitude of the family toward visitors
2. Role-play a "Person on the Street" interview where each of the following classes is represented:
 - a) Scholar-gentry
 - b) Merchants
 - c) Peasants

3. Divide the class into three groups. Each group is to read the entire section "Maoist Ethics" from *Through Chinese Eyes*, on pages 64-71. Each group is to prepare to teach the "lesson" of one of the articles. As the groups listen to and teach about the articles, keep in mind the following questions:
 - a) To what degree does every society demand certain sacrifices of individual freedom? List examples.
 - b) Are people selfish by nature? Can human nature be changed?
4. Debate: Resolve whether that human nature is inborn (or learned).
5. Divide the class into small groups. Each group, using the reading on "Meng" as a guide, should create a list which dictates how the traditional Chinese woman should behave.

Individual

1. Report on family life in Old China as described in:
 - a) **The Family** by Pa Chin
 - b) **Dream of the Red Chamber** by Tsao Hsueh-Chin
2. Do a report on "The Five Cardinal Relations" set down by Mensius. Can these relations apply to life in the United States today? Give examples. Lead class discussion based on report.
3. Compare American and Chinese families, old and new. Include the concept of "joint family" marriage columns. Draw up comparison in columns. Note sources for information.
4. Prepare a collage comparing the old social system of China with the new.
5. Prepare a scrapbook of original drawings that show the change in the role of peasants and women since the Communist takeover, similar to "You've Come A Long Way, Baby."

Interdisciplinary Model #2

Your State Minnesota

Placement: 6th Grade Social Studies

Concepts

Geography:	Spatial Relationships Natural Resources Population
Political Science:	Federal System Separation of Powers

History:	Cause and Effect Chronology Cultural Development
Economics:	Interdependence Economic Distribution Anthropology: Adaptation Sociology: Social Problems Social Interaction

Skills

1. Locate information in varied resources and reference books.
2. Be able to draw inferences, reach conclusions, identify cause and effect and predict outcomes.
3. Acquire and use key data to determine what, when, why, and how.
4. Show the relationship of varied events.
5. Through the use of maps draw inferences about climate, environmental, and economic conditions.
6. Identify locations on maps.
7. Place related events in chronological order.

Competencies

1. List and locate the major landform regions on an outline map of Minnesota.
2. Locate Minnesota on a map of the United States and name the states which border it.
3. Identify two problems concerning the natural environment of Minnesota and its industries.
4. Describe the three types of population centers found in Minnesota and locate an example of each on a map of the state.
5. Identify the three branches of state government and explain the function of each.
6. Identify and define a social problem which has occurred in Minnesota as the result of change.
7. Locate the various Indian tribes in Minnesota and describe their lifestyles in terms of food, shelter, and activities.
8. Describe the main steps in the development of Minnesota from an Indian land to a state.

9. Describe one contribution each group of early settlers made to modern Minnesota.
10. Present information based on research about one important citizen of Minnesota.

Strategies

1. Have students make a bulletin board display of the three branches of state government.
2. Have students write to students in other states and describe the landforms, products, and resources.
3. Have students make a display of social and/or environmental problems.
4. Have students make a chart of the Indians of Minnesota including:

Homes	Food	Activities	Religion
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5. Students conduct research and make individual reports on important persons, groups, or events in Minnesota history.
6. Students will work in groups to research and compile reports on the various ethnic groups who settled in Minnesota.
7. Have students work with school dietitian to plan menus that include various ethnic foods (Scandinavian, French, Jewish, Irish, Eastern European, and others).
8. Using a bulletin board map, have students fill in areas of Minnesota settled by nationality groups and show approximate time of settlement.
9. Have students make a list of how people use an important natural resource of Minnesota, i.e., water, soil, trees, etc.
10. Have students label the states bordering Minnesota and their natural boundaries on an outline map.

APPENDIX BB

STANDARDS FOR SOCIAL STUDIES TEACHERS

Adapted from the National Council for Social Studies

Directions: Please put a check under the appropriate Agree/Disagree column.

Statements	Agree	Disagree
1. The person employed to teach social studies should be primarily interested in and dedicated to the teaching of social studies.		
2. The teacher should feel prepared for the level assigned. The level of the teacher's assignment should be changed only after appropriate preparation.		
3. The teacher should only teach in the area or areas for which he or she was prepared.		
4. Teachers should be encouraged to develop and teach new units in their own particular areas of interest and preparation rather than to be expected to teach existing courses outside their areas of interest and preparation.		
5. Teachers should not willingly accept responsibilities (administrative, curricular, co-curricular, or extracurricular) that interfere with their effectiveness as social studies teachers.		
6. The teacher equally values each and every student as worthy human beings regardless of race, sex, religion, ethnic origin, socioeconomic level, or level of achievement.		
7. Teachers should make every effort to understand each of their students and their strengths, weaknesses, and problems.		
8. Teachers should heed the solicited and unsolicited views and comments of their students and their relationships with them, and consider such views in their self-improvement efforts.		

Statements	Agree	Disagree
9. The teacher recognizes that children are capable of learning by themselves as well as from each other and acts as a director of learning experiences, rather than as an authoritarian source of knowledge.		
10. The teacher develops significantly relevant activities cooperatively with the students. Initiatory activities are carefully planned which will help the students.		
11. In order to plan meaningful learning experiences, the teacher is aware of the basic contemporary social issues at the local, regional, national, and international levels.		
12. The teacher understands the subject matter involved, in terms of its basic concepts, generalizations, and unresolved questions, and how it relates to social studies education.		
13. The teacher knows the background of his or her students and uses knowledge of their previous experiences to make the teaching-learning relevant to them and to their social environment.		
14. The teacher knows the investigative methods of the social sciences and uses them as guides in planning investigation-oriented learning experiences at the student's level.		
15. The teacher is cognizant of individual students' learning styles and plans a variety of learning activities in order to reach all students.		
16. The teacher maintains an open and questioning atmosphere in the classroom in which students are free to develop a questioning attitude and are guided to learn in a variety of ways. Teaching strategies and materials would be varied rather than following a routine pattern.		
17. The teacher is skillful in the use of various questioning techniques and is capable of leading the students in discussion involving higher levels of thinking, including analyzing, synthesizing, hypothesizing, testing of hypotheses, inferring, and evaluating.		

-
18. The teacher uses the local environment, experiences of the class, and a variety of other resources, in motivating and directing the students in understanding various social situations and phenomena.
-
19. The teacher recognizes that the academic freedom and responsibility to demonstrate a high commitment to the students' right to deal with controversial issues, including the establishment of criteria for choosing between alternative values in an intellectually honest way, are both necessary and important.
-
20. The teacher maintains an atmosphere of intellectual integrity by ensuring, allowing, and encouraging the consideration of all possible points of view in treating various topics and issues.
-
21. The teacher should not impose his or her views on the students, but by teaching and allowing them to be critical of all sources of information, may state his or her own conclusions when appropriate.
-
22. The teacher considers the process of rational decision making to be the basic method of learning for the social studies and encourages students to apply it to contemporary issues.
-
23. The teacher views pupil progress and achievement in terms of understanding concepts and generalizations, intellectual skills, and affective behavior. Evaluation is regarded as a continuous process and the teacher devises a variety of instruments making use of formal and informal techniques, including self-evaluation, in order to assess student growth.
-
24. The teacher acquires appropriate planning time for colleagues to design K-12 social studies program ends that ensures continuity in goals and objectives and evaluation of students' progress toward those goals and objectives.
-
25. The teacher ensures that the school has approved social studies K-12 goals and objectives, instructional plans, evaluation plans, and policies on controversial issues.
-

Statements	Agree	Disagree
26. The teacher understands the community in which the students live and makes every effort to see that the school serves the interests of the community and the larger society.		
27. The teacher heeds the solicited and unsolicited views and comments of those in the school community relative to teaching and the teacher's relation with them. These judgments are considered in the teacher's self-improvement efforts.		
28. The teacher should exercise his or her political rights and participate in the political process as a model of the "good" citizen.		
29. Teachers, however competent they may be, cannot function to the best of their capabilities unless certain basic conditions of employment are secured. It is imperative that the proper educational climate be created and maintained for the teaching-learning experience to be effective.		
30. The school administration and teachers should recognize the right and responsibility of social studies teachers to deal with controversial issues in a way which presents all possible points of view.		
31. The school administration and teachers should publish guidelines and a clear policy statement regarding the right and responsibility of social studies teachers to deal with controversy.		
32. Teachers and students should be able to use published materials, journals and other media, and resource people that they deem necessary. The school library should subscribe to critical journals, not in the mainstream, appropriate for given grade levels, and students should have the opportunity to get acquainted with them.		
33. The school administration and teachers should make every effort to enlighten the public and various governmental agencies and bodies about the importance of this policy and resist any pressure to suppress the teachers' right to teach and students' right to learn.		

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34. When teacher's academic freedom is jeopardized, the administration should ask the appropriate organizations to help investigate and should consider their judgment in shaping further action to protect academic freedom.
-
35. The teacher should teach in a school situation which encourages students to learn in the community and society at large, outside as well as inside the school building.
-
36. As a professional person, the social studies teacher has an obligation to fulfill responsibilities which result in professional strengthening. One should exhibit a commitment toward self-improvement both in professional and civic matters. One should also belong to organized professional groups and actively work for the improvement of the teaching and learning of social studies.
-
37. The teacher should continue formal education through coursework in the areas of concern and by keeping abreast of current related literature.
-
38. A bachelor's degree ought to be perceived as the beginning of a social studies career, not the end.
-
39. The teacher should voluntarily participate in special inservice programs and should attend or organize professional meetings that assess and seek improvement of the teaching and learning of the social studies and the school as a whole.
-
40. The teacher has the right to expect support and encouragement from the district and school administration in professional growth efforts. This should be in ways such as funded inservice programs, well-supplied professional libraries, paid leaves and travel expenses for professional meetings and workshops, reimbursement for educational costs, and sabbatical leaves for long-term professional growth activities.
-
41. The teacher must continuously examine own views and beliefs and social behavior in order to reflect and act on the need to eliminate possible inconsistencies.
-

Statements	Agree	Disagree
42. The teacher has a responsibility to act in ways which demonstrate a commitment to the elimination of discriminatory practices.		
43. Both the elementary and secondary teachers of social studies must join and participate in the activities of the local, state, and national councils for the social studies as well as in other appropriate professional organizations and learned societies.		
44. As a member of local and regional social studies teachers' organizations, the teacher must encourage them to act in the following ways: Assess and revise existing local social studies curricula and programs. Bring about the necessary basic conditions for teaching and learning social studies. Initiate, execute, and evaluate social studies experimental programs at the local level.		
45. The teacher should belong to and participate in the National Council for the Social Studies and support its actions, which include: Inspiration and support to the local organizations as they seek to carry out their professional responsibilities. Evaluation of new developments in the social studies and assistance in the dissemination of these developments. Stimulation of research in social studies education and the dissemination of research findings. Encouragement of publishers and manufacturers of instructional aids to produce materials that deal critically with social issues and that are consistent with new developments in the social studies.		

APPENDIX CC

SOCIAL STUDIES LEARNER OUTCOMES

Note: All 1983 revisions are highlighted in bold type.

All 1986 revisions are underlined.

Roman Numerals are goals, upper case letters are broad objectives, arabic numbers are student outcomes.

KEY: Sequence of Instruction
 I - Introduce Concept/Skill
 R - Reinforce
 E - Emphasis
 M - Mastery
 Mark NA (Not Appropriate) in the K column if this outcome will not be taught. Additional outcomes may be added in blank numbered space.

SELECTION I: COGNITIVE LEARNER OUTCOMES

- I. The learner develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships, and effects of beliefs, values, and behavior patterns; and applies this knowledge to new situations and data.

Middle School												
Primary				Intermediate				Junior High		Senior High		
K	1	2	3	4	5	6	7	8	9	10	11	12

- A. The learner acquires knowledge about social organization.

1. Identifies some groups that human beings form (e.g., family, peer, community, cultural/ethnic, national, international) and indicates some reasons why and how these groups form and how one becomes a member of a group.

- a. The student knows ways in which individuals become members of particular groups or social categories in the culture or cultures under study, (e.g., automatic assignment by age, gender, racial/ethnic, parentage, birth order, etc.; voluntary association, achievement).

	Middle School												
	Primary			Intermediate			Junior High			Senior High			
	K	1	2	3	4	5	6	7	8	9	10	11	12
b. <u>The student knows that culture involves shared ideas (e.g., ideas about what is real, what is important; ideas about what there is to talk about, in what words, in what ways; ideas about how to take care of oneself, get along with others).</u>													
c. <u>The student knows that since people are born with the potential for learning a variety of ideas, skills, and social practices, each generation can learn whatever "way of life" (ideas, skills, customs, etc.) has had survival value in the environments of previous generations.</u>													
d. <u>The student knows that since people are able to think creatively (to use what they already know to find out or figure out more, to generate new ideas, fashion new tools, etc.) culture can change as people cope with new problems.</u>													
e. <u>The student knows that culture may be seen as a complex whole, which includes: knowledge, belief, technology, art, morals, law, custom, and acquired capabilities and habits.</u>													
f. <u>The student knows that the ability to communicate symbolically is often regarded as the distinctive achievement of human groups (although the evidence isn't all in on whales, dolphins, wolves, chimpanzees, etc.).</u>													

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	Middle School												
	Primary			Intermediate				Junior High		Senior High			
	K	1	2	3	4	5	6	7	8	9	10	11	12
<u>g. The student knows the material objects and products of a human group (i.e., its material culture) may be seen as an expression of the culture, or as an integral part of it.</u>													
<u>h. The student knows that the facts and theories developed by anthropologists are based on "fieldwork": observing and describing naturally occurring situations; studying people and objects where they are found.</u>													
<u>i. The student knows general principles regarding the nature and functions of language (e.g., systematic, regular, largely predictable, constantly growing and changing, primarily oral but includes more than speech; allows transmission of cultural knowledge and skills, provides for cohesion, common frames of reference).</u>													
<u>j. The student knows characteristics of bands, tribes, chiefdoms, kingdoms, and state systems as modes of political organization.</u>													
<u>k. The student knows differences in the ways authority is acquired, sanctioned or enforced, and exercised in hereditary, bureaucratic, charismatic, and representative forms of leadership.</u>													

Middle School												
Primary				Intermediate				Junior High		Senior High		
K	1	2	3	4	5	6	7	8	9	10	11	12

- c. Defines motivation, and describes the major constructs involved in motivation theory.
- d. Knows major schools of personality theory and authoritative research from each.
 - 1. Describes systems devised by various theorists to classify personalities, the criteria upon which such classifications are based, and the purposes of classification.
 - 2. Demonstrates a familiarity with several personality assessment tools.
 - 3. Applies personality theories to hypothetical situations, endeavoring to make unbiased judgments.
 - 4. Identifies, analyzes, and discusses social influences motivating own behavior and attitudes.
 - 5. Discusses the role of adjustment in personality development.
- e. The student knows that a society is made up of individuals in interaction with each other and with the environment they occupy together.

	Middle School												
	Primary			Intermediate			Junior High		Senior High				
	K	1	2	3	4	5	6	7	8	9	10	11	12
f.	<u>The student knows that social systems develop as ways of minimizing or regulating conflicts inherent in collective living (e.g., conflicts over who lives with whom, where, and when; who does what tasks, where and when).</u>												
g.	<u>The student knows that anthropology is the study of humankind in all its physical and cultural aspects.</u>												
h.	<u>The student knows ways that anthropology contributes to human understanding of self and others' ideas, values, and behavior (e.g., reveals commonalities which underlie differences; knowledge of a particular culture's patterns and beliefs; allows in-context interpretation of a member's behavior).</u>												
i.	<u>The student knows various referents of the concept "adaptation" (e.g., inherited structures and functions that equip a particular organism for particular living conditions; the genetic modifications through which particular organisms become suited to particular environments; the ability of a population to tolerate selective forces and to master environmental problems).</u>												

	Middle School												
	Primary			Intermediate			Junior High		Senior High				
	K	1	2	3	4	5	6	7	8	9	10	11	12
j.	<u>The student knows that life is transmitted as an organism's cells divide and reproduce themselves, and as specialized cells from separate organs or organisms combine to generate new organisms.</u>												
k.	<u>The student knows anatomical characteristics of primates (e.g., grasping fingers, opposable thumb, excellent eyesight-stereoptic vision; flexible wrist, flat finger and toenails).</u>												
l.	<u>The student knows behavioral characteristics common to primates, including: overlapping of home ranges for feeding and movement; organized troops or bands of members; play as central to learning; communication through vocalization and gestures; fighting or physical threat within groups to establish dominance.</u>												
m.	<u>The student knows anthropologists believe that the modern human form (Homo sapiens) has developed through processes of biological evolution over the years. Also understands other explanations of evolution.</u>												

Middle School												
Primary				Intermediate			Junior High		Senior High			
K	1	2	3	4	5	6	7	8	9	10	11	12

- n. The student knows structural and functional characteristics that distinguish humans from other primates (e.g., size and shape of skull; enlarged brain; structure of mouth; throat adapted for speech; pelvis; leg bones for upright posture and movement).
- o. The student knows that humans are characterized by a degree of social organization that enables individuals to mature slowly and live long (past reproductive maturity), learning and passing on skills by which populations survive in a variety of environments for which they are not otherwise adapted.
- p. The student knows that the geologic timetable provides anthropologists with a frame of reference for dating individual fossils (identifying their antiquity, or when they lived) in relation to known geologic events (climatic changes, etc.), and for relating fossil primates to each other in time.
- q. The student knows characteristics and makes inferences about the behavior and culture of pre and early hominids which anthropologists have drawn from analysis of fossilized bones and teeth, and of tools found with them.

	Middle School												
	Primary			Intermediate			Junior High		Senior High				
	K	1	2	3	4	5	6	7	8	9	10	11	12
<u>r. The student knows distinctive characteristics of members of genus homo (e.g., posture, brain size).</u>													
<u>s. The student knows that although differences in skin color, facial features, etc., are commonly recognized indicators of "race," anthropological studies show wide variation of such characteristics within each commonly defined grouping.</u>													
<u>t. The student knows theories advanced by anthropologists to account for the light skin and hair characteristic of some populations, and evidence upon which they are based (e.g., populations living under heavy cloud cover over many, many generations lost dark pigmentation as adaptation needed to obtain adequate Vitamin D).</u>													
2. Identifies female and male individuals and multicultural groups whose efforts, ideas, or inventions have significantly affected the lives of other human beings, and describes their contributions.													
<u>a. Explains how personality theories have influenced contemporary social institutions, norms, and processes, and identifies similarities and differences in models used.</u>													

	Middle School												
	Primary			Intermediate			Junior High			Senior High			
	K	1	2	3	4	5	6	7	8	9	10	11	12
b. <u>Traces origins and development of psychology, and describes the nature and scope of each stage.</u>													
c. <u>Defines psychology and differentiates it from other scientific thought.</u>													
d. <u>Describes areas of psychological study and practice, and knows what each involves.</u>													
e. <u>The student is able to suggest and consider reasons why people living in different parts of the world--or people in his or her community whose ancestors come from different parts of the world--may have different beliefs (ideas) about God, the beginnings of the world, and the first people, how people should think and act, what happens when we die, etc.</u>													
f. <u>The student knows meanings of the terms world view, belief system, cultural pluralism, ideology, and religion.</u>													
g. <u>The student knows similarities and differences among tribal religions, universal religions, cults, and religious movements.</u>													

Middle School												
Primary				Intermediate				Junior High		Senior High		
K	1	2	3	4	5	6	7	8	9	10	11	12

5. Describes some innovations (ideas or inventions) and explains how these innovations have affected social, **political**, and **economic** life among different cultural groups.
 - a. Knows the process of psychological research, and carries out simple research using basic scientific tools.
 1. Knows process of careful scientific observation of behavior.
 2. Describes methods of controlling or accounting for variables in experimental design (e.g., control groups, establishment of baseline behavior, single and double randomizing, and statistical operations).
 - b. Speculates on individual's ability to adapt to technological change.
6. Describes some factors that might promote or inhibit change, and generalizes about their effect on society.
7. Describes and evaluates some of the effects of population density and growth on the way people live.

	Middle School												
	Primary				Intermediate			Junior High		Senior High			
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Explains and evaluates some ways human resources have been allocated, used, and conserved in the community, the nation, other societies/cultural groups.													
9. Gives examples of some effects on social institutions that may result from contact among diverse cultures.													
10. Explains how diverse ethnic groups (both within and outside a society) have contributed to the development of a particular culture.													
a. <u>The student knows that human uses of language, tools, behavior patterns, etc., vary within and among cultures.</u>													
b. <u>The student knows that anthropologists who observe and describe particular societies or ethnic groups are called "ethnographers."</u>													
c. <u>The student knows that in the attempt to understand a culture from the inside--to see a people and their world as they do--anthropologists may become "participant observers."</u>													

	Middle School												
	Primary			Intermediate			Junior High			Senior High			
	K	1	2	3	4	5	6	7	8	9	10	11	12
d. <u>Identifies hereditary factors and maturation sequence influencing the learning process.</u>													
e. <u>Describes the functions of the brain, nervous system, and endocrine system in the process of learning.</u>													
f. <u>Describes the influence of motivation on learning, and can state questions motivation theorists attempt to address, (e.g., Why does a person choose one alternative behavior over another? What determines a situation in which we change our behavior? How does the world, both external and internal, affect our motivational behavior in a multicultural context?)</u>													
g. <u>Understands how learning theory is applied in behavior therapy for personality disorders (e.g., operant conditioning, aversion therapy, and desensitization).</u>													
h. <u>Knows basic concepts relating to memory associations.</u>													
12. <u>Defines developmental psychology and discusses the major theories of development, including psychosexual, learning, behavioral, cognitive, and psychosocial theory.</u>													

	Primary			Intermediate				Junior High		Senior High		
	K	1	2	3	4	5	6	7	8	9	10	11 12
a. <u>Recognizes historical basis for developmental psychology and in psychological research unique to the Western world.</u>												
b. <u>Demonstrates knowledge of biological factors influencing individual growth and development.</u>												
c. <u>Explains stages of human development according to various theorists, and states characteristics and tasks involved at each stage.</u>												
d. <u>Describes maturation in humans; and is aware that maturation expectations and an individual's unique physiological plan may differ.</u>												
e. <u>Describes major developments that occur in the fetus during prenatal development.</u>												
f. <u>Describes characteristic behaviors of a child in the neonatal and infancy states.</u>												
g. <u>Describes major developments and behaviors of adolescent stage.</u>												
h. <u>Describes major development and tasks of the adult stage.</u>												
i. <u>Describes characteristics and tasks of old age.</u>												

	Middle School												
	Primary			Intermediate			Junior High		Senior High				
	K	1	2	3	4	5	6	7	8	9	10	11	12
13. <u>Evaluates prominent theories, research studies, and findings related to the various altered states of consciousness (e.g., physiological processes involved, interpretation, importance, and application) according to various authorities.</u> a. <u>Defines and explains altered states of consciousness, e.g., sleep/dream, hypnosis, hallucination, drug-induced states, biofeedback, and meditation.</u> b. <u>Understands significant aspects of current studies of extrasensory or parapsychological phenomena; and issues and problems in the scientific community in attempting to determine facts about the existence, nature and sources of "extrasensory" perception.</u> 14. <u>Identifies authorities and theories in human perception and discusses their approaches.</u> a. <u>Understands the relationship between stimuli, motivation, and situational factors in perception, and differentiates and defines them.</u>													

												Middle School					
Primary				Intermediate				Junior High		Senior High							
K	1	2	3	4	5	6	7	8	9	10	11	12					

2. Describes ways human beings of diverse cultures have moved and adapted to or modified their physical environment; explains some reasons for these changes; describes and evaluates the effects of such changes.
- a. understands relationships between people and the natural and human-made environments, including:
 1. understanding relationships between the location of human activities and the natural environment (e.g., how trade routes historically developed along waterways; why mining occurs in areas of high mineral content).
 2. understanding how the natural environment influences the human-made environment (e.g., why people on flood plains build their houses on stilts; why nomadic people live in movable dwellings; why Eskimos build igloos).
 3. understanding influences of the natural environment on the shaping of culture (e.g., the impact of the desert on the Bedouin culture; the impact of the snow on the Eskimo culture; the influence of rain forests on the Amazon Indian cultures).

	Middle School												
	Primary			Intermediate			Junior High			Senior High			
	K	1	2	3	4	5	6	7	8	9	10	11	12
4. understanding relationships between economic, political, social and aesthetic decisions and the use of the natural and human-made environment (e.g., effects of zoning and apportionment; patterns of land use in agriculture and mining; the use of technology to shape or change the environment; decisions about the height of buildings in a city or permitting billboards along highways).													
5. understanding the relationships between the use of the environment, people's attitudes and perceptions about it, and their ability to change it (e.g., a hot, arid desert may be used as a grazing place by nomads, it can be irrigated and farmed by others and/or become a winter resort in another culture).													
6. recognising the potential of various societies to use and abuse the natural environment (e.g., highly technological societies extract far more natural resources from the earth than do other societies and have the capability to upset the balance of the ecosystem).													

	Middle School											
	Primary			Intermediate				Junior High		Senior High		
	K	1	2	3	4	5	6	7	8	9	10	11

- Gives examples of some decisions made at home, in school, in peer groups, or at work, which affect the individual; identifies who makes these decisions and describes how these decisions have affected individual behavior based on gender and race.

 - Understanding the consumer's role in money management, including identifying sources of income, budgeting and spending, saving, banking and financial services, credit, investment and insurance; identifying consumer decision making including consumer behavior, business practices, e.g., advertising, warranties, labels; identifying ethical and legal aspects of consumers role, including rights and responsibilities, contracts and forms and redress of grievances.
 - Understanding the income-earning roles of females and males including work and leisure, occupational planning and decision making, self-employment opportunities, and rights and responsibilities.
- Identifies how different economic systems make decisions made about the production and distribution of goods in community, cultures and subcultures, state, national and international situations; suggests some reasons for these decisions and indicates possible effects of these decisions.

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	Middle School												
	Primary			Intermediate			Junior High		Senior High				
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. the role of tradition (e.g., the influence of decisions made in earlier times or by earlier generations; the influence of national origin, race, gender, and social class on various economic decisions).													
b. the role of authority (e.g., the influence of the government and industrial and business leaders on economic decision-making).													
c. the role of markets (e.g., the influence of the exchange of products and services by consumers, producers, workers, savers, and investors on economic decision making).													
6. understanding the role of the government (e.g., providing the broad framework of rules and regulations <u>including incentives and disincentives</u> under which the economy and its participants operate; directing resources e.g., taxes from private use to public use for defense, education, roads and other public purposes; altering the distribution of income and wealth; attempting to moderate recessions and inflation).													

	Middle School												
	Primary			Intermediate			Junior High		Senior High				
	K	1	2	3	4	5	6	7	8	9	10	11	12
7. understanding how <u>different country's</u> savings and investments facilitate economic growth and change.													
8. understanding the role of prices in the economy (e.g., coordination of supply and demand intentions; determination of how savings are invested and what is produced; an allocation of products, services, and incomes among people).													
9. understanding factors that influence economic behavior <u>for government, business, and individuals</u> (e.g., profits, wages, interest rates, rents, location, division of labor).													
10. understanding potential conflicts between basic economic goals (e.g., full employment versus price stability, economic freedom versus economic security, economic growth versus economic security, economic growth versus environmental quality, national versus global interests).													

Middle
School

Primary

Intermediate

Junior
High

Senior
High

K 1 2 3 4 5 6 7 8 9 10 11 12

11. understanding the relationship between specific economic goals and overall societal values (e.g., automation may increase productivity but also may result in unemployment, government control of farm prices may help to curb inflation but may also affect the independence of the farmer).
12. understanding the effects that inflation, depression, stagflation, and recession have on individuals, cultural/racial groups and other countries.
13. identifying similarities and differences between the overall economic system in the United States and that of other countries (e.g., the United States relies less on national planning than some countries in Western Europe or the Soviet Union).
14. understanding similarities and differences between resource distribution, production levels, technology and consumption patterns in the United States and in other countries.

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	Middle School												
	Primary			Intermediate				Junior High		Senior High			
	K	1	2	3	4	5	6	7	8	9	10	11	12
4. Explains the influence of location, life style, advertising, level of income, peer pressure, and governmental action on consumer decisions; describes and evaluates individual or group actions taken to protect the consumer.													
5. <u>Demonstrates knowledge of political science as the study of systems by which diverse cultural groups govern their collective affairs, particularly through authoritative decisions about who gets what, when, and how. This knowledge includes various theoretical approaches (e.g., normalities and behavioral) and basic methods of inquiry (e.g., case study, comparative and experimental). Uses political concepts (e.g., power, ideology, decision making, roles, elites and classes, expectation, legislative, and judicial).</u>													
6. Describes some of the reasons why people form governments.													
7. Identifies the <u>legislative, executive, and judicial</u> structure and function of governments <u>including</u> within their school and community.													
a. understanding the basis and organization of the legal system, <u>especially</u> in the United States.													

				Middle School			Junior High			Senior High		
Primary				Intermediate								
K	1	2	3	4	5	6	7	8	9	10	11	12
1. understanding purposes of law over time and among cultures both <u>Western and non-Western</u> (e.g., protect individual and group rights, liberties, and safety; protect property; define punishment; preserve social and political institutions; provide guidelines for social and political changes, redress grievances; provide rules for economic and social relationships; provide basis for resolution of conflicts). 2. understanding the legal and judicial process (e.g., role of courts, administrative agencies, plea bargaining). 3. understanding how legal and judicial decisions are made (e.g., by applying statutes and case law; through public opinion and politics). 4. understanding how the law limits government action constitutionally (e.g., checks and balances; separation of powers; due process; freedom of expression; right to privacy; sunshine laws; freedom of information acts).												

	Middle School												
	Primary			Intermediate			Junior High		Senior High				
	K	1	2	3	4	5	6	7	8	9	10	11	12
5. understanding the dynamic nature of law (e.g., development of limitations on private property to protect civil rights, the right to privacy; liability for manufactured products; changing balance between obscenity laws and freedom of expression).													
6. understanding limitations of formal legal processes in settling disputes (e.g., costs, delays, lack of flexibility, impersonal nature) and recognizing alternatives (e.g., arbitration; mediation; informal private settlement; small claim courts; private courts; out of court settlement).													
7. understanding how conflicts in laws or principles are resolved (comparing statutes; applying case law; applying constitutional principles).													
8. understanding how laws create conflicting moral obligations (e.g., <u>in the United States the right to liberty guaranteed in Constitution vs. confinement of Japanese-Americans in 1942 as result of evacuation orders; duty of military personnel to follow orders vs. the Nuremberg principal obligating one to disobey illegal orders; federal civil rights laws vs. states' rights</u>).													

	Middle School												
	Primary			Intermediate			Junior High			Senior High			
	K	1	2	3	4	5	6	7	8	9	10	11	12
2. knowing the options and resources of the criminal justice system (e.g., right to counsel; right to call witnesses in defense and to testify for oneself; freedom from illegal police methods—searches, harsh interrogation, torture, freedom from cruel and unusual punishment).													
3. knowing the duties of participants in the court (e.g., jurors to consider evidence heard in court and to judge by reasonable standards; duty of judge to ensure fairness; duty of lawyers to represent clients).													
4. understanding factors that might affect justice (e.g., publicity; monetary status; social status; national origin; race; sex; inadequate council; biased jury or judge; arbitrary sentencing; prison conditions; plea bargaining; juvenile procedures).													
5. understanding changing concepts of justice from a multicultural perspective (e.g., social conditions vs. individual responsibility; vigilante justice vs. legal process).													

	Middle School												
	Primary			Intermediate			Junior High		Senior High				
	K	1	2	3	4	5	6	7	8	9	10	11	12
6. understanding changing concepts of punishment from a multicultural perspective (e.g., vengeance, isolation; deterrents; rehabilitation; juvenile system).													
7. identifying similarities and differences between the American justice system and other systems (e.g., accusatorial with presumption of innocence vs. inquisitorial system).													
8. Feel free to add your own outcomes here.													
8. Identifies the rights of the individual as expressed in <u>ideological documents</u> (e.g., the United States Constitution) and explains the importance of these rights in public and private decision making.													
a. understanding constitutional rights and liberties guaranteed <u>especially</u> in the United States Constitution and state constitutions (e.g., freedom of speech, press and religion, right to privacy).													

	Middle School												
	Primary			Intermediate			Junior High		Senior High				
	K	1	2	3	4	5	6	7	8	9	10	11	12
b.	understanding situations in which rights have been denied (e.g., denial of voting privilege; censorship of press; discrimination based on race, national origin, religion, gender, age, social status or political views, illegal search, arrest, or detention; denial of legal assembly to protect; invasion of privacy; denial of fair or speedy trial, denial of treaty rights).												
c.	understanding that an individual's rights may conflict with those of another individual or with general welfare (e.g., right of an owner to select tenants vs. the right to housing without discrimination; right of people to assemble vs. laws protecting public from unnecessary noise or disruptions; freedom of press vs. right to fair trial).												
d.	encouraging ethical and lawful behavior in others (e.g., serving as a model of technical behavior; informing others about laws and regulations and the reasons for them; condemning denials of equal rights; praising others for ethical stands; supporting civil officials who perform duties with high competence; avoiding approval of unethical or illegal behavior; voting for and encouraging passage of just laws).												

c. understanding that an individual's rights may conflict with those of another individual or with general welfare (e.g., right of an owner to select tenants vs. the right to housing without discrimination; right of people to assemble vs. laws protecting public from unnecessary noise or disruptions; freedom of press vs. right to fair trial).

d. encouraging ethical and lawful behavior in others (e.g., serving as a model of technical behavior; informing others about laws and regulations and the reasons for them; condemning denials of equal rights; praising others for ethical stands; supporting civil officials who perform duties with high competence; avoiding approval of unethical or illegal behavior; voting for and encouraging passage of just laws).

Middle
School

	Primary			Intermediate				Junior High		Senior High		
K	1	2	3	4	5	6	7	8	9	10	11	12

- e. complying with local, state and federal laws (e.g., reporting crimes or accidents to proper authorities; honoring contracts; obeying laws related to areas such as taxes, employment, licensing, driving).
- f. opposing unjust or unworkable laws and unjust or incompetent authority by legitimate means (e.g., recognizing that behavior may be legal but not ethical; calling attention to specific injustices by discussions, appeals to authority, letters, petitions, and protests; using constitutional methods to change or repeal laws, policies, and decisions which are unworkable or unjust; using nonviolent civil disobedience when lawful channels have been exhausted; opposing irresponsible acts of public officials by calling them to public attention).
- g. defending rights and liberties of all people (e.g., protest harassment of poor, transients, minorities or other groups when it occurs; defend right of people with unpopular views to express their opinions; defend rights of accused to have due process of law; support government actions designed to ensure rights and liberties of others; juvenile processes).

 Middle
School

Primary

Intermediate

Junior
HighSenior
High

 K 1 2 3 4 5 6 7 8 9 10 11 12

- a. understanding voter behavior (e.g., who participates, why and to what extent; the characteristics of voters and non-voters; why people do or do not vote the way they do).
- b. understanding the role of political parties (e.g., the development of the two-party system and the role of other parties; the structure and composition of the political parties; the various functions that political parties serve, such as bringing together diverse interests, recruitment of members, and political leaders).
- c. understanding the role of interest groups (e.g., the development of interest groups; the structure and composition of interest groups, various functions of interest groups such as lobbying for special needs, political mobilisation, influencing public policy decisions; comparison of the interest groups in the United States with those in other countries such as community groups, military interest groups, religious interest groups).
- d. understanding nomination, campaigning procedures (e.g., how one becomes a candidate, campaign styles and techniques; role of media and interest groups; election laws; spending and sources of contributions).

	Middle School												
	Primary			Intermediate				Junior High		Senior High			
	K	1	2	3	4	5	6	7	8	9	10	11	12
e. understanding how, when, and with what qualifications public officials are elected, appointed, or nominated.													
f. understanding how public officials can be removed from office (e.g., recall; impeachment; defeat in regular election).													
g. understanding registration and voting procedures (e.g., age and residence qualifications; use of voting machines).													
h. comparisons of the electoral process in the United States with that of other Western/non-Western countries.													
12. Compares, contrasts and evaluates ways individuals or groups can support or effect changes in decisions that have been made over time and identify political thinkers from Western and non-Western countries.													
13. Identifies situations (e.g., home, school, peer groups, community, national, international) where female/male or cultural group participation in decision making has been affected by lack of opportunity; suggests and evaluates ways of increasing participation.													
14. Identifies and explains factors affecting political decision making by elected officials.													

	Middle School												
	Primary			Intermediate				Junior High		Senior High			
	K	1	2	3	4	5	6	7	8	9	10	11	12
15. Identifies some factors (e.g., lack or distortion of data, no clear cause-and-effect relationship, impact of time, conflict of values including cultural differences) that make political and economic decision-making processes difficult and uncertain.													
16. Compares and contrasts decision-making processes of democratic and totalitarian political systems and socialistic and capitalistic economic systems Western and non-Western.													
17. Identifies major factors <u>and ideas</u> which have contributed to the economic and political development of <u>selected Western and non-Western</u> countries; explains how some of these factors have influenced the decision-making process.													
18. Identifies and explains some of the <u>contemporary and prevailing</u> political economic interactions among Western and non-Western nations.													
19. Identifies some systems that various nations have developed to involve the general population in decision making, and describes how these systems have evolved over time.													
20. Explains how an analysis of the political and economic decision-making processes employed in the past <u>may</u> or <u>may not</u> help in making decisions about the future.													

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												Middle School	
Primary				Intermediate				Junior High		Senior High			
K	1	2	3	4	5	6	7	8	9	10	11	12	

21. Feel free to add your own outcomes here.

E. Acquires knowledge about conflict and the impact it has on individual and cultural group relationships, and makes value judgments about these relationships.

1. Identifies potential sources of conflict in groups (e.g., family, peer, school, culture, community, national and international).

2. Identifies specific situations in the community, national and international areas where there is potential or actual conflict; explains some reasons for the conflict; predicts the consequences of the conflict.

3. Identifies ways people react to conflict in family, peer, school, cultural, community, national and international situations, and evaluates those reactions.

a. Understands dynamics of frustration/conflict; knows possible behavioral manifestations of prolonged frustration/conflict; cites possible conditions which produce these dynamics.

b. Knows and applies "thought processes" in problem solving and recognizes appropriate situations for use of various methods.

												Middle School			
Primary				Intermediate				Junior High		Senior High					
K	1	2	3	4	5	6	7	8	9	10	11	12			

c. Recognizes situations exemplifying basic types of conflict such as: approach-approach; avoidance-avoidance; approach-avoidance.

4. Identifies ways conflict has been handled in family, peer, school, culture, community, national, and international situations, and evaluates the methods used in handling such conflicts.

5. Explains how conflict may affect relationships between individuals and between groups of people.

6. Gives constructive ways of handling conflict situations.

7. Feel free to add your own outcomes here.

F. Expresses awareness of some of the beliefs and values expressed by people of diverse cultures and recognizes that the times and places in which people live influence their beliefs, values, and behaviors.

1. Identifies objects, feelings, and ideas important to people in different places, cultures and times, and explains why some things are valued more in some places, cultures, and times than in others.

	Middle School												
	Primary			Intermediate			Junior High			Senior High			
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. understanding how the ways we perceive ourselves and other people physically, psychologically and socially are influenced by the cultural values and patterns of behavior of the groups to which we belong, aspire to, and identify ourselves with.													
b. understanding that people have some opportunity to judge values and expectations of the various groups to which they belong and choose what to accept and reject (e.g., we can access the evaluations that others make about us; select people and groups with whom we prefer to spend more time; help other people to accept our differences and claim our own identity).													
c. identifying the variety of roles one can have within a group (e.g., leader; mediator; facilitator; follower).													
d. understanding that the roles within a group may be assigned or achieved (e.g., by gender; race; income; education; birthright; family status; expertise).													
e. understanding reasons why there are different roles within groups (e.g., to maintain power structures; to promote values, to maintain traditions).													

	Middle School												
	Primary			Intermediate				Junior High		Senior High			
	K	1	2	3	4	5	6	7	8	9	10	11	12
f. understanding the multiple loyalties and responsibilities that grow out of belonging to a variety of groups.													
g. understanding the importance of a sense of self-confidence and self-worth in the individual's ability or willingness to carry out responsibilities to the group.													
h. recognizing that individuals may have different roles in different groups.													
i. understanding the advantages and disadvantages that arise out of belonging to a variety of groups (e.g., conflicts may arise from membership in a religious or cultural group that requires one set of standards; memberships in groups having different standards; an individual may acquire different experiences and understandings by belonging to a variety of groups).													
j. understanding how different groups use measures such as incentives, threats, acceptance, rejection, sanctions, and rewards.													
k. understanding the types of decision making within groups (e.g., negotiation, bureaucratic, democratic, authoritarian, majority rule, default, force of tradition).													

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	Middle School												
	Primary			Intermediate				Junior High		Senior High			
	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Describes ways people of diverse cultures express their feelings and preferences for objects and ideas.													
<u>a. Identifies primary natural and learned expressions of emotion, and ways they are communicated individually, culturally, and situationally.</u>													
<u>b. Identifies emotions and defense mechanisms, and recognizes diversity in each individual's response to experiences.</u>													
<u>c. Classifies evidence from cross-cultural studies regarding the effect on developing perceptory systems or mental constructs of: 1) the language spoken in an individual's primary groups; and 2) the types and forms of symbolic representation with which the individual becomes familiar.</u>													
3. Infers beliefs, values, and lifestyles from information about the times, cultures, and places in which people live.													
4. <u>Understands factors which influence formation of an individual's self-concept, and understands how racial, cultural, economic, and religious status may influence self-concept.</u>													

				Middle School				Junior High		Senior High		
Primary		Intermediate										
K	1	2	3	4	5	6	7	8	9	10	11	12

1. Compares and contrasts the ways beliefs and values are transmitted in their society with ways beliefs and values are transmitted in another society.

a. Describes cultural criteria used to identify personality disorders (i.e., actions which form a lifelong pattern of socially deviant behaviors, extreme dysfunctional, or socially destructive reactions to conflict situations).

b. Traces evolution and development of cross-cultural views of abnormal behavior; and cites reasons why defining abnormal behavior is essentially cultural.

c. Identifies types and causes of abnormal behavior, including emotional disorders, neuroses, psychoses and personality disorders; e.g., biological, psychosocial, and sociocultural; discusses the influence of feedback on behavior; and understands the problem of circularity in abnormal behavior.

d. Describes both popular and scientific views of abnormal behavior, and current attitudes in the treatment of disorders (e.g., medical therapy, psychotherapy, behavior therapy, group therapy).

												Middle School	
Primary				Intermediate				Junior High		Senior High			
K	1	2	3	4	5	6	7	8	9	10	11	12	

	Middle School												
	Primary			Intermediate			Junior High		Senior High				
	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Gives examples of differences in beliefs and values that have created a division between two groups of people, identifies alternative ways of dealing with the situation, and explains the consequences of each alternative.													
4. Evaluates the variety of ways groups are interdependent (e.g., city dwellers depend on farmers for food and farmers depend on city dwellers for income; political parties depend on ethnic groups to produce votes and ethnic groups may depend on political parties for community services).													
5. Evaluates types of intergroup cooperation (e.g., business and labor cooperate to acquire a government contract; the PTA, school board, teachers' union and state educational agencies cooperate to get a school bond passed; political groups form a coalition to lobby for legislation).													
6. Evaluates types of intergroup competition (e.g., businesses compete for customers by cutting prices; politicians compete for votes by campaigning; sports teams compete for championships by playing against one another; nations engage in arms races).													
7. Analyzes types of intergroup conflict (e.g., wars, riots, strikes, boycotts, demonstrations).													

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8. Evaluates types of intergroup conflict resolution methods (e.g., bargaining, mediation, conquest, judicial decisions, subjugation).

9. Evaluates the variety of ways that people of the world are related and connected, including:

- a. ecologically (e.g., sharing and conserving natural resources);
- b. economically (e.g., imports and exports, multinational corporations, international monetary system, economic alliances);
- c. politically (e.g., shared ideologies, international organizations, international laws and agreements, treaties and alliances);
- d. socially (e.g., personal, language, educational, religious);
- e. technologically (e.g., new communication systems, space exploration, knowledge sharing, computer use);
- f. historically (e.g., movement of peoples, sharing of traditions, sharing of past experiences);
- g. culturally (e.g., ethnic ties, belief systems, language).

				Middle School				Junior High		Senior High	
Primary				Intermediate							
K	1	2	3	4	5	6	7	8	9	10	11 12

10. Feel free to add your own outcomes here.

I. Understands major social changes that have occurred in American society and compares and contrasts with other Western and non-Western societies.

1. Evaluates urban development and its impact on minority/majority groups (e.g., settlement patterns; population growth and shifts; involvement of federal and state governments; problems associated with urban development such as isolation, density, pollution, political fragmentation, housing, transportation, education).

2. Evaluates rural development and its impact on minority/majority groups (e.g., settlement patterns; population growth and shifts; involvement of federal and state governments; impact of changes in agriculture--mechanization, credit, prices, marketing, production, specialization, subsidies, cooperatives, problems associated with rural development such as isolation, declining population, transportation, education, social services).

												Middle School			
												Junior High		Senior High	
Primary				Intermediate											
K	1	2	3	4	5	6	7	8	9	10	11	12			

	Middle School												
	Primary			Intermediate			Junior High		Senior High				
	K	1	2	3	4	5	6	7	8	9	10	11	12
7. Evaluates changes in work patterns (e.g., the work ethic; concepts of achievement and success; unemployment and underemployment patterns; effect of occupational mobility; impact of automation; development and influence of labor unions; the use of leisure time; importance of education and training).													
8. Evaluates changes in population patterns and their impact on minority/majority groups. (e.g., birth rate, increased life expectancy, needs of senior citizens).													
9. Evaluates social problems such as alienation, poverty, health, crime, aging, drug abuse, pollution, racism, sexism and their interlocking relationships, abuse of children, spouses.													
10. Evaluates the development of educational institutions (e.g., development and organization of public educational system, effect of federal and state involvement, training of teachers, control of schools, costs and benefits of education, changing curricula, alternatives to public or formal education, vocational education, equality of education, special education).													

												Middle School							
														Junior High		Senior High			
												Primary		Intermediate					
K	1	2	3	4	5	6	7	8	9	10	11	12							

SECTION II: THINKING AND PROCESSING SKILLS

Middle
School

- II. The learner develops the competencies to acquire, organize, evaluate, and report information for purposes of solving problems and clarifying issues.

Primary Intermediate Junior High Senior High

K 1 2 3 4 5 6 7 8 9 10 11 12

- A. The learner identifies the central problem in a situation; identifies the major issue in a dispute.

1. Clarifies vague and ambiguous terminology.
2. Distinguishes among definitional, value, and factual issues in a dispute.

3. Feel free to add your own outcomes here.

- B. Applies divergent thinking in formulating hypotheses and generalizations capable of being tested.

1. Uses processes of logic (e.g., scientific method, sequencing, measuring, formulating models).
2. Uses creative, intuitive, holistic, synergistic, systemic processes, (e.g., delphi, brainstorming, matrices, future wheels, and trend extrapolation).

3. Feel free to add your own outcomes here.

- C. Identifies and locates multiple sources of information and evaluates the reliability and relevance of these sources.

Middle
School

Primary

Intermediate

Junior
High

Senior
High

K 1 2 3 4 5 6 7 8 9 10 11 12

1. Identifies and locates sources of information appropriate to the task (e.g., authorities or resource people from diverse groups, books on subject, reference works, maps, magazines, newspapers, fiction, radio, television, **computers, aerial photography**, interviews, surveys, experiments, statistical data, case studies, systematic observations, personal experiences, artistic representations, **community and cultural resources**).

2. Distinguishes between relevant and irrelevant sources.

3. Distinguishes between reliable and unreliable sources.

4. Feel free to add your own outcomes here.

- D. Demonstrates ability to use reliable sources of information.

1. Uses more than one source to obtain information.
2. Develops questions appropriate for obtaining information from sources.
3. Records observations and information obtained from sources.

	Middle School												
	Primary			Intermediate				Junior High		Senior High			
	K	1	2	3	4	5	6	7	8	9	10	11	12
9. Makes inferences from data.													
10. Identifies cause and effect relationships and differentiates between causation and correlation (e.g., relationship among cultural, religious or political groups).													
11. Recognizes interrelationships among concepts.													
12. Identifies nature of sample.													
13. Identifies stated and unstated assumptions.													
14. Summarizes information.													
15. Feel free to add your own outcomes here.													
F. Uses summarized information to test hypotheses, draw conclusions, offer solutions to problems, clarify issues, forecast and create scenarios.													
G. Validates outcome of investigation.													
1. Tests solutions to problem or issue when possible.													
2. Modifies solutions in light of new factors or considerations.													
3. Analyzes trends and modifies projections when necessary.													

												Middle School												
														Junior High		Senior High								
												Primary		Intermediate										
												K	1	2	3	4	5	6	7	8	9	10	11	12

SECTION III: AFFECTIVE OBJECTIVES

- III. The learner examines own **and others' feelings**, beliefs, and values, recognizes the relationship between own value structure and own behavior and develops human relations skills and attitudes that enable one to act in the interest of self and others; is developing a positive self-concept.

												Middle School
Primary			Intermediate				Junior High			Senior High		
K	1	2	3	4	5	6	7	8	9	10	11	12

- A. The learner expresses awareness of the characteristics that give identity to females and males of diverse cultures.

1. Identifies a range of individual (personal) characteristics.

2. Identifies the characteristics of the individuals, groups, institutions, or associations, with which **people identify (e.g., social economic, ethnic, race, gender, religions, peer, age).**

3. Identifies the similarities and differences between one's own character and those of the groups with which one identifies.

4. **Feel free to add your own outcomes here.**

- B. Expresses awareness of one's goals (aspirations), the goals of the different groups with which one identifies, and **compares and contrasts** those goals.

1. Identifies one's own goals.

2. Identifies the goals of the individuals, groups, institutions, or associations with which one identifies.

	Middle School												
	Primary			Intermediate				Junior High		Senior High			
	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Describes and explains own feelings and preferences about diverse cultural groups, females/males, beliefs and ways of life, and is willing to trust feelings and preferences of others.													
2. Describes ways one expresses own feelings and preferences about diverse cultural groups, females/males, beliefs, and ways of life.													
3. Identifies and gives reasons for one's own criteria for judgment of beliefs and actions of other people, and for judgment of own beliefs and actions.													
4. Demonstrates a growing awareness of responsibility for one's own behavior.													
5. Demonstrates awareness of one's own acts and of how they affect others.													
6. Describes own personal response (action or attitude) to a dilemma situation and the possible consequences of the response to self and others.													
7. Identifies own beliefs and values, and those of others, in a dilemma situation involving members of family, or peer different cultural groups.													

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												Middle School	
Primary			Intermediate				Junior High		Senior High				
K	1	2	3	4	5	6	7	8	9	10	11	12	

7. Feel free to add your own outcomes here.

F. Expresses awareness of the physical, intellectual, cultural, and social conditions of human beings, and suggests ways these can be improved.

1. Expresses an interest in the physical, intellectual, cultural, and social conditions of human beings.
2. Suggests ways society can help improve the condition of human beings in all cultures and both genders.
3. Suggest ways one can personally and practically help in improving the conditions of human beings in all cultures and both genders.

4. Feel free to add your own outcomes here.

G. Demonstrates a commitment to female/male and diverse group rights and acts in support of equal opportunity.

1. Demonstrates respect for the moral and legal rights and basic freedoms of females/males of diverse groups, and indicates why such respect is important.

Middle
School

Primary

Intermediate

Junior
High

Senior
High

K 1 2 3 4 5 6 7 8 9 10 11 12

3. Developing effective working relationships; awareness of similarities, and differences between interpersonal and international relations including:

Perspective Consciousness

Awareness that she or he has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious detection, and that others have views of the world that are profoundly different from one's own.

4. Understanding the nature and process of change and that change is a permanent part of our human past.

5. Understanding prevailing world conditions and that the world is made up of differing cultural value systems each with its view of prevailing world conditions and developments, including emergent conditions and trends.

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												Middle School		Junior High		Senior High			
Primary				Intermediate															
K	1	2	3	4	5	6	7	8	9	10	11	12							
4. being aware of the differences in the concepts of human rights in different parts of the world.																			
5. understanding the differences between stated and actual human rights in various parts of the world.																			
c. demonstrates commitment to participating in service and civic improvement including:																			
1. recognizing that individual civic action is important (e.g., effectiveness of individual example and importance of individual actions such as voting and other expressions of opinion).																			
2. recognizing that many issues call for action and cooperation among diverse groups in addition to individual action (e.g., getting together with people in the community to pressure local government to improve transportation services; organizing a campaign to place a referendum on the ballot; forming a coalition of groups to protest United States involvement in the affairs of a foreign nation).																			

APPENDIX DD

PROFESSIONAL ORGANIZATIONS AND RESOURCES

SOCIAL STUDIES ORGANIZATIONS

Our rapidly changing world and the knowledge explosion requires social studies teachers to expand their perspectives with new information and additional skills. Accelerated political and economic change and growing global interdependence also increase the concern of individuals and groups to heighten recognition of cultural diversity and economic well-being. All of this suggests a growing need to develop additional teaching skills and sources of knowledge. This part of the Curriculum Planning Guide assists educators to become aware of several resources for professional growth. Many of these organizations also provide information and materials for classroom use.

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3501 Newark Street Northwest
Washington, D.C. 20016

The social studies educator would do well to first contact the National Council for the Social Studies (NCSS), the major national organization for social studies educators. The NCSS is an umbrella organization for elementary and secondary classroom teachers, social studies curriculum leaders and supervisors, and college and university faculty in social studies education and the social science disciplines. Each year (usually in November) the NCSS sponsors an annual conference that attracts thousands of social studies educators from around the world. In addition, NCSS helps to sponsor several regional conferences each year at various sites in the United States. The NCSS has a strong publications program, which includes a journal, *Social Education*, and a newsletter, The Social Studies Professional, both with articles related to social studies curriculum and instruction as well as other concerns of social studies educators. The College and University Faculty Association of the NCSS publishes a quarterly, Theory and Research in Social Education. Several bulletins on important issues in social studies and other timely publications are available to its members on a regular basis.

ERIC Clearinghouse for the Social Studies/Social Science Education (ERIC/CheSS)

855 Broadway
Boulder, CO 80302

Please check with the Department of Public Instruction for any change in address of the social studies ERIC Clearinghouse.

Social Science Education Consortium

855 Broadway
Boulder, CO 80302

Two other sources for general social studies information are the Social Science Education Consortium and the Educational Resources Information Center Clearinghouse for Social Studies/Social Science Education (ERIC/CheSS). The consortium is a nonprofit educational organization of social scientists and social studies educators and provides both services and publications: The SECC Newsletter and the Social Studies Curriculum Data Book. The latter provides a somewhat detailed analysis of current social studies materials and products.

ERIC/CheSS is invaluable as a clearinghouse for the most current published and unpublished materials (documents, guides, units, project reports, and research) in social studies. The clearinghouse publishes two indexes, Resources in Education (RIE), and Current Index to Journals in Education (CIJE), as guides to available social studies and other educational materials. The indexes are located at many colleges and university libraries. Many of the resources listed in RIE are available on microfiche or can be obtained through interlibrary loan arrangements. Educators working on curriculum or developing new instructional units may want to initiate their efforts by consulting these sources to learn about current trends and practices in the field.

ECONOMICS

Joint Council on Economic Education

2 Park Avenue
New York, NY 10016

American Economic Association

1313 Twenty-First Avenue, South
Nashville, TN 37212

Foundation for Teaching Economics

550 Kearny Street, Suite 1000
San Francisco, CA 94108

Minnesota Council on Economic Education

University of Minnesota
1169 Management and Economics Building
Minneapolis, MN 55455

Social studies teachers with a special interest in economics should contact the Joint Council on Economic Education (JCEE), an independent, nonprofit, nonpartisan organization. The JCEE was organized in 1949 to improve economic education and to serve as a clearinghouse for economic education information. The JCEE has an extensive publication program that provides numerous resource materials for teachers. For example, Part I of the Master Curriculum Guide in Economics is intended to help teachers integrate important economic concepts into the curriculum. Part II of the guide consists of teaching strategies designed for use at the primary level (grades 1-3); intermediate level (grades 4-6); junior high level (grades 7-9); and at the secondary level in world studies, United States history, basic business and consumer education, and a capstone course in economics. The guides were developed by economic educators and economists for the JCEE. All of the teaching strategies have been field tested and will enhance the economic content of the curriculum. At present there are 50 state councils and 275 teacher training centers for economic education affiliated with the JCEE.

Educators wanting to have access to the latest information on economic education publications should contact the JCEE and request to have their names placed on the mailing list for Checklist, an annotated listing of currently available JCEE publications. Checklist is published twice yearly. Each quarter the JCEE publishes the Journal of Economic Education. In addition, the JCEE is in the process of developing a variety of computer software programs to assist students to learn more about economic concepts and enhance their decision making skills. These efforts will help to meet the demand for quality computer programs and will introduce students and teachers to microcomputers and selected economic concepts and skills.

GEOGRAPHY

American Geographical Society

Broadway at 156th Street
New York, NY 10032

Association of American Geographers

1710 Sixteenth Street Northwest
Washington, D.C. 20009

The National Council for Geographic Education

James W. Vining, Executive Director
Western Illinois University
Macomb, IL 61455

Educators who wish to focus on geographic education have three influential national geographic associations: The American Geographical Society (AGS), the Association of American Geographers (AAG), and the National Council for Geographic Education (NCGE). Each organization has a fairly extensive publication program. For example, the latter two associations recently published Guidelines for Geographic Education - Elementary and Secondary Schools, which identifies several grade-level geographic concepts and suggests geographic learning outcomes for students. Many of these concepts and learning outcomes are included in the Wisconsin Social Studies Curriculum Planning Guide. Copies of these Guidelines for Geographic Education are available for either the AAG or NCGE for a nominal cost.

The NCGE published the Journal of Geography and has teaching and curriculum monographs of interest to educators at several grade level; it also conducts an annual meeting in various locations in the United States, Canada, and the Caribbean. For educators, the AGS publishes Focus several times each year, with an emphasis on a particular country or topic from a geographical perspective. The AGS also publishes ten times each year Current Geographical Publications, an annotated bibliography of new information or resources of interest to geographic educators.

HISTORY

The American Historical Association

400 A Street Southeast
Washington, D.C. 20003

Organization of American Historians

112 North Bryan Street
Bloomington, IN 47401

Society for History Education

Department of History
California State University
6101 East 7th Street
Long Beach, CA 90840

History teachers have the opportunity to join one or more professional associations for historians: the American Historical Association (AHA), the Organization of American Historians (OAH), and the Society for History Education. All three associations have a publications program, with some materials written especially for precollegiate history teachers. At their annual meetings, both the AHA and OAH frequently have sectional meetings at their annual meetings of special interest to high school history teachers.

Among the publications of the AHA are the The American Historical Review, AHA Perspectives (a newsletter), pamphlets on historical subjects, and two bibliographic series, Writings on American History and Recently Published Articles. The AHA maintains contact with several historical societies and offers several prizes and awards each year.

The OAH publishes the Journal of American History and a variety of special topics studies. The Association provides scholarships to help defray expenses for secondary teachers to attend the annual meeting and soon will initiate the OAH Magazine of History, especially written for secondary teachers. Both associations have published guidelines concerning the preparation of history teachers.

BEHAVIORAL SCIENCES

American Anthropological Association
1703 New Hampshire Avenue Northwest
Washington, D.C. 20009

American Psychological Association
1200 Seventeenth Street Northwest
Washington, D.C. 20036

American Sociological Association
Executive Office
1722 North Street Northwest
Washington, D.C. 20036

Educators interested in the behavioral sciences may want to join either the American Anthropological Association (AAA), the American Psychological Association (APA), or the American Sociological Association (ASA). Like other professional associations, each sponsors an annual program, with some sectionals of particular interest to secondary educators. The publications program for each of these organizations varies. For example, the APA publishes a newsletter for precollegiate educators. The journal Teaching Sociology may be of interest to sociology teachers.

POLITICAL SCIENCE

American Political Science Association
1527 New Hampshire Avenue Northwest
Washington, D.C. 20036

Political science and government teachers may have a particular interest in the American Political Science Association, which publishes The American Political Science Review. Teachers focusing on law-related education may want to contact the following organizations which publish law-related curriculum materials: Law in a Free Society Project, the Constitutional Rights Foundation, the National Center for Law-focused Education, the American Bar Association, and the Minnesota Bar Association. These organizations may be willing to provide consultant assistance for curriculum development.

SPECIALIZED SOURCES

Numerous specialized sources for information exist that may be of particular interest to social studies teachers. (This listing is not intended to be all-inclusive.) Teachers are encouraged to contact these sources for information and materials related to these topics. In some cases, there may a charge for materials.

ASSESSMENT INFORMATION

National Assessment for Educational Progress

700 Lincoln Tower
1860 Lincoln
Denver, CO 80203

CITIZENSHIP EDUCATION

American Bar Association

1155 East 60th Street
Chicago, IL 60637

This association can provide materials and human resources on law-related education.

American Civil Liberties Union

22 East 40th Street
New York, NY 10016

The ACLU provides teachers with various materials related to the defense of civil liberties.

Close Up Foundation

1236 Jefferson Davis Highway
Arlington, VA 22202

The Close Up Foundation publishes annual editions of Perspectives and Current Issues as well as C-Span video programs. Close Up is one sponsor of the Wisconsin Student Caucus and conducts annual teacher-student seminars in Washington, D.C.

Constitutional Rights Foundation

609 South Grand Avenue, Suite 1012
Los Angeles, CA 90017

The materials from this organization can involve students in community affairs through an actual participation in the legal system.

CRF has produced a variety of social studies materials and publishes The Bill of Rights Newsletter semi-annually. Classroom sets are available at nominal costs.

Center for Civic Education

Charles N. Quigley
5146 Douglas Fir Avenue
Calabasas, CA 91302

This group has produced a variety of instructional materials for classroom use.

Mershon Center

Citizenship Development and Global Education Program
Ohio State University
199 West 19th Avenue
Columbus, OH 43201

The Mershon Center can help in the location and development of materials on citizenship education.

ECONOMICS

American Federation of Labor and Congress of

Industrial Organizations
815 Sixteenth Street Northwest
Washington, D.C. 20036

The AFL-CIO has a variety of materials available to teachers related to the role of labor in American history and in the economic development of our country.

National Center of Economic Education for Children

Lesley College
35 Mellen Street
Cambridge, MA 02138

The National Center encourages the study of economics by elementary students through providing methods of using economic information in decision making. The Center publishes The Elementary Economists which allows teachers a forum regarding economic education activities at the pre-K-6 grade levels. Other materials have been published and several others are in preparation.

ETHNIC STUDIES

Anti-Defamation League of B'nai B'rith

823 United Nations Plaza
New York, NY 10017

This group has extensive publications and media programs of interest to teachers and students, and provides conferences and programs related to prejudice, racism, and discrimination. The ADL is concerned with combating discrimination against minorities and in promoting intercultural understanding and cooperation among religious faiths.

Japanese American Curriculum Project, Inc.
414 East Third Avenue
San Mateo, CA 94401

The JACP has a variety of educational materials for elementary and secondary students which include folktales, dolls, and media, on several Asian ethnic groups. JACP develops and disseminates Asian American curriculum materials.

National Association of Interdisciplinary Ethnic Studies
Gretchen Bataille
1861 Rosemont
Claremont, CA 91711

The NAIES sponsors an annual conference and publishes Explorations with articles on ethnic groups, Explorations in Sight and Sound, which reviews media related to ethnic studies, and a newsletter several times each year.

FUTURES

World Future Society
4916 St. Elmo Avenue
Washington, D.C. 20014

FUTURE STUDIES

World Future Society
4916 St. Elmo
Bethesda, MD 20814

For teachers interested in teaching about the future, the World Future Society should be of particular interest. The nonprofit scientific and educational association is independent, nonpolitical, and nonideological. Basically, the society services as a clearinghouse for forecasts, investigations, and exploration of the future. It publishes a bimonthly journal, The Futurist, and books related to the future. In addition, members can purchase future-oriented print materials and tape recordings covering a variety of topics. The society also conducts an annual meeting.

GENDER ISSUES

National Organisation for Women
5 South Wabash, Suite 1615
Chicago, IL 60603

NOW publishes materials, including annotated bibliographies, and ideas for incorporating women into the social studies curriculum and for dealing with gender issues wherever they exist in the school.

Social Studies Development Center
2805 East Tenth Street
Bloomington, IN 47405

The Social Studies Development Center provides programs on the research, development of instructional materials, diffusion of innovative practices and ideas, and promotion of cooperation among groups with resources and skills to improve social studies education. Sample materials are available for a small price in order to cover the cost of handling the materials.

GOVERNMENT AGENCIES

United Nations Sales Section

Room LX 2300
United Nations
New York, NY 10017

This agency has a list of permanent missions to the United Nations and catalogues of U.N. publications and reports.

Superintendent of Documents

U.S. Government Printing Office
Washington, D.C. 20402

Publishes and distributes materials published by the United States government.

POLITICAL PROCESSES

League of Women Voters

1730 M Street Northwest
Washington, D.C. 20036

Local chapters sponsored programs related to major issues involving the political process and seek to increase informed citizen participation at all levels of government. A variety of educational materials are also available for use by social studies teachers and students.

Taft Institute for Two-Party Government

420 Lexington Avenue
New York, NY 10170

The Taft Institute has 30 prize winning lesson plans for sale on American government for K-12 teachers designed by teachers active in politics. The Institution also offers several summer seminars at several locations throughout the United States for interested teachers.

POPULATION EDUCATION

Population Reference Bureau

1755 Massachusetts Avenue Northwest
Washington, D.C. 20036

The Bureau has population data available concerning population growth and provides various instructional materials on this topic.

Population Council

245 Park Avenue
New York, NY 10019

This council has a variety of resource materials and population data available for educators for classroom use.

WORLD AFFAIRS/GLOBAL CONNECTION

African-American Institute

866 United Nations Plaza
New York, NY 10017

The AAI seeks to facilitate and improve teaching about Africa in both elementary and secondary schools through its publications, materials collection, and provisions for conferences, professional development and assistance to local districts.

The Arms Control Association

11 Dupont Circle Northwest
Washington, D.C. 20036

The Arms Control Association can provide curriculum guides and materials on the whole range of issues dealing with arms control

Asia Society, Inc.

Education Department
725 Park Avenue
New York, NY 10021

The Society publishes materials, offers support programs and workshops, and evaluates pre-college materials on Asia. It also publishes the periodical FOCUS on Asia to deepen American understanding of Asia.

Atlantic Information Center for Teachers

1616 H Street Northwest
Washington, D.C. 20036

This non-profit international educational project seeks to encourage the study of world affairs. It facilitates contact between social studies teachers in the United States and Europe through workshops, seminars, conferences, and publications.

Center for Asian Studies

University of Illinois
1208 West California Avenue
Urbana, IL 61801

This Center sponsors lectures, conferences, and materials on East Asia. It also maintains a collection of K-12 instructional materials plus lists of films available for rent from the University of Illinois. In addition, the Center co-produces Update, a newsletter of services provided by the African, Asian, Latin American, and Russian Studies Centers' outreach programs at the University of Illinois.

Center for Latin American Studies

P.O. Box 413
University of Wisconsin-Milwaukee
Milwaukee, WI 53201

This Center has a variety of free loan films, filmstrips, and video tapes for use in the classroom. It also serves as a clearinghouse for materials and resources on Latin America. Members of the Center are willing to make presentations at professional meetings and to provide consultant services to teachers. They publish a newsletter and have a modest collection of resources on Latin America.

Center for Teaching International Relations
University of Denver
Graduate School of International Studies
Denver, CO 80210

The CTIR develops pre-college global awareness educational materials on various topics such as world culture, ethnic heritage, and Latin America related to the social studies. For a list of current materials and resources, teachers should contact the Center directly.

Educators for Social Responsibility
23 Garden Street
Cambridge, MA 02138

The ESR provides programs and publications (curricula, bibliographies, and activities) on the topic of war and peace.

Foreign Policy Association
205 Lexington Avenue
New York, NY 10016

The FPA provides programs and materials on all areas of American foreign policy, including the Great Decisions booklet. The private non-partisan organization seeks to create informed, thoughtful, and articulate public opinion on major foreign policy topics and issues.

Global Education Center
University of Minnesota
110 Pattee Hall
150 Pillsbury Drive, Southeast
Minneapolis, MN 55455

Global Perspectives in Education, Inc.
45 John Street, Suite 1200
New York, NY 10038

GPE provides student and teacher materials and sponsors programs on the several topics and issues in global studies. It also publishes Intercom which includes useful lessons and activities for classroom teachers at all grade levels.

Global Resource Center
6300 Walker Street
St. Louis Park, MN 55416

Middle East Institute
1761 North Street Northwest
Washington, D.C. 20036

The Institute strives to promote a better understanding between peoples of the United States and the Middle Eastern countries through conferences, seminars, study groups, exhibits, and publications. Its film library has films available on the contemporary Middle East for modest rental prices.

Organization of American States

19th and Constitution Avenues
Washington, D.C. 20006

The OAS publishes extensive materials covering various activities about the American states, their background, and their achievements. A catalogue of publications is available upon request.

Phi Delta Kappan

Eighth & Union
P.O. Box 789
Bloomington, IN 47402

Social Education

National Council for the Social Studies
3501 Newark Street Northwest
Washington, D.C. 20016

The Social Studies

Heldref Publications
400 Albermarle Street, Northwest
Washington, D.C. 20016

Teaching Political Science

SAGE Publications
P.O. Box 776
Beverly Hills, CA 90210

Teaching Sociology

SAGE Publications
P.O. Box 776
Beverly Hills, CA 90210

Ed Seaderchirp

Assistant Supervisor of Curriculum Development
125 Northwest Street
Alexandria, VA 22314-2798